

STUDIES
IN
ENGLISH
FOR EVENING SCHOOLS



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WILLIAM · E · CHANCELLOR

Louise Hammett
1647 Penn
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STUDIES IN ENGLISH

FOR

EVENING SCHOOLS

BY

WILLIAM ESTABROOK CHANCELLOR

AUTHOR OF "READING AND LANGUAGE LESSONS FOR EVENING
SCHOOLS;" "HISTORY AND CIVIL GOVERNMENT OF

THE UNITED STATES FOR EVENING SCHOOLS;"

"ARITHMETIC FOR EVENING SCHOOLS;"

AND "STANDARD SHORT COURSE
FOR EVENING SCHOOLS"



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ENGLISH FOR EVENING SCHOOLS.

W. P. 16

PREFACE

THE present text, with its revisions of and additions to the former editions, is the outcome of twenty-five years' experience in teaching in and supervising the evening schools of several American cities, including New York, Paterson, and Washington. The serious and mature views of life taken by evening school students, who are workers in the world of affairs, dictate methods as well as materials quite different from those suitable for day school pupils. The extensive use of the several texts of this evening school series shows that it meets a definite need.

In the preparation of the original edition, the author had the assistance of various educators, including city superintendents, supervisors, principals, and teachers, among whom should be especially mentioned Superintendent Frederic N. Brown of the Verona, N. J., Public Schools. In this edition, the author has incorporated suggestions from many teachers who have used the book in evening school classes.

W. E. C.

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HOW TO USE THIS BOOK

IN evening schools, no two classes are alike ; but they differ mostly in respect to three general matters. First, they may be large or small. Second, they may contain students of two or more languages. Third, they may or may not be graded as to age, some containing persons well along in years. In consequence, the plan here outlined cannot fit every class exactly. It assumes that all the pupils have completed in the day schools at least the fourth or fifth grade, and know at least as much of English reading as is presented in the author's "Reading and Language Lessons for Evening Schools" in the same series with this text.

The first suggestion for every evening school class in every subject is to get the students to work. When a teacher does not know beforehand how much the students can do, the safe course is to give a lesson that is too hard and so to try the students out. Easy lessons discourage attendance.

The second suggestion is to keep every student continually at work.

Many pages of lessons in the book are especially prepared for this purpose. They may be studied and reviewed again and again. Note pages 6, 7, 8, 9, 10, 11, 13, 14 as examples.

The third suggestion is to keep the composition work, from the simplest beginning, in constant and steady alternation with the language work.

For an average city class of fair size and not composed of the youngest evening school students, the following plan is recommended for one year's work.

I

Turn to page 7. Talk over the first six or seven sentences, explaining any geographical difficulties.

Read and study page 5.

Require some students to go to the blackboard and write out the first six sentences on page 7, adding what kind each is, while the rest of the students do the same at their desks.

Discuss all this work when performed by the students.

Complete the lesson by similarly examining upon page 7 sentences 7 to 25 for geographical difficulties.

NOTE. — Clear thought is based upon exact knowledge, and is required for all oral and written English.

II

Review page 7 in full.

Review page 5, adding the four lines upon page 6.

Turn to page 8. Talk over the first section of the page — to Section II.

Practice writing upon the blackboard and at the desks declarative sentences as suggested upon these pages.

Take up pages 115 and 116 and discover which are the declarative sentences.

Close the lesson with spelling and dictation, using Section IV, page 8.

III

Begin with an oral study and discussion of punctuation; see page 6 and page 8, Section II. The condition of the

class will control the amount of time requisite here. It is well, however, to remember that in English the all-important marks are the period at the end of the sentence and the capital at its beginning and for every proper name.

NOTE. — Students who know German and certain other European languages have difficulty here.

Return to page 8 and practice writing interrogative sentences.

Again, take up pages 115 and 116 and discover which are the interrogative sentences.

The class should now be at the point where memorizing may profitably begin. Try the stanza at the bottom of page 26; or, if the class prefers, that upon page 88.

IV

The teacher will now know fairly well the general condition of the class in respect to spelling and to handwriting, and will proceed according to this knowledge. Most classes require ten to fifteen minutes' daily study of and drill upon spelling. The number of advance words should be small, — not over five. The class may be tested orally with the words at the bottom of page 6; with the various words on page 8; and with the words in the first column of page 111.

NOTE. — Spelling lessons in evening school should be upon the words actually used in the English and other lessons of the same dates.

All students of English seem to have difficulty in discriminating between imperative and exclamatory sentences; and many have difficulty in distinguishing interrogative and exclamatory sentences

Return to pages 5 and 6, and study these points. Use these sentences also, —

James, go home.

James, why don't you go home?

How quickly James went home!

Give these sentences with different emphasis and inflection and show thereby that the first is imperative, the second interrogative, and the third exclamatory.

Study for punctuation marks page 113.

Turn to page 31. Read the fable. Orally convert its sentences into questions, commands, and exclamations.

V

When assured that nearly all the students know the simple sentences, whether declarative, interrogative, imperative, or exclamatory, proceed to sentence analysis; but not before.

When further study is required upon this point, turn to page 113 and orally convert it, sentence by sentence, into questions, exclamations, commands, and additional declarations. Conceive the situation dramatically. Let the students tell what they know of Robinson Crusoe.

In case such study is required for several evenings, continue both oral and written spelling, especially the written.

Otherwise, let the fifth lesson take up page 10 down to the dictation and all of page 12, as presented.

NOTE. — Do not emphasize the word “analyze” yet. Say “tell” or “pick out” the subject, etc.

Close this lesson with a study of the first half of page 13.

VI

Study page 11. Discuss each of the three definitions. The question of diagrams is likely to arise. Few eve-

ning school students benefit by diagrams. Write the first sentence on the blackboard, thus: —

SUBJECT	PREDICATE
Charles Sumner	was a great statesman.

After studying the two other sentences, try this one, —

Walter and Mary	went to Chicago.
-----------------	------------------

With it, compare, —

Walter and Mary Adams	went to Chicago.
-----------------------	------------------

Take up orally, next, the development of the twelve exercises in which the subject needs to be supplied: *e.g.* —

1. Lead sinks. Or 1. A ball of lead sinks in water.

Proceed to the exercises in which the predicate needs to be supplied: *e.g.* —

1. Gold is heavy. Or 1. Polished gold shines in the sun.

Review with written work at the blackboard and at the desks.

Insist upon correct sentences that have real meaning. Encourage free invention.

When time permits, close this lesson with the spelling as indicated.

VII

Develop another lesson about sentences, turning for material to the dictation exercises upon pages 6 and 8. Analyze for subject and predicate the short sentences in the first of these. Then show that the second might read as follows, *viz.*, —

Little strokes fell great oaks. A little neglect may breed mischief. For want of a nail, the shoe was lost. For want of a shoe, the horse was lost. For want of a horse, the rider was lost.

Analyze these short sentences.

Turn to page 113, and orally convert it into short sentences, like these, for example, —

Robinson Crusoe was a runaway English youth. He had many adventures. He was lost alone upon an island in the Caribbean Sea.

Analyze these sentences for subject and predicate.

VIII

Turn to page 13, and talk over the subjects upon the second half of the page. Whatever themes most interest the class may be dwelt upon.

Devote the lesson period to letter writing, allowing each student to take whatever theme most interests him.

Require two or three letters to be copied upon the blackboard. Discuss some of the sentences.

By this time, the teacher will give some instruction upon blackboard writing.

IX

Discuss the paragraph, using page 14. Show what indenting the paragraph means. *E.g.* —

A dog was crossing a stream with a piece of meat in his mouth. As he happened to look down, etc.

Show the indentions of all the paragraphs in this book. Have several paragraphs copied upon the blackboard.

Teach and illustrate the meaning of the definition of paragraph.

Develop the sections in this order, II, III, and I.

X

Require each student to write a letter containing two

short paragraphs. Have two or three copied upon the blackboard. Find themes upon pages 13 and 19.

XI

Study orally with the class the dictation upon page 15. Discuss the meaning of each word.

Orally convert the passage into short sentences.

Explain that Webster was a Senator of the United States elected by the Massachusetts Legislature. He was famous throughout the second quarter of the nineteenth century. Explain that these long words are often used in newspaper editorials and in books.

Let the class write upon some of the suggested themes.

XII

Take up the subject of narration. Read page 31 and discuss it. Use also page 82.

Read also the Robinson Crusoe story, page 113. And find other examples of narration in this book, — *e.g.* the letter upon page 33 and the unpunctuated story upon page 99. In studying the latter, carefully explain that it is put in an exercise to test a class.

Most letters are narrative in character.

XIII

Review the subject of the paragraph, using page 16, Section I.

Study page 103.

XIV

By this time, all the students of the class have at least heard and read critically some good English. Many of them have written well. Using the material of the

preceding lessons, show these three principles of the good English sentence.

1. It is clear, easily understood, simple.
2. It is direct, straightforward, makes its points.
3. It is not involved with long phrases and clauses ; it is not confused ; it is brief.

NOTE. — It may perhaps be objected that some masters of good English style do not always conform to these three principles. If this objection should be strongly urged (perhaps by some older person who may have had a good German education), show that these principles are true of most masters in most of their writing. Many illustrations will be found.

This is preparatory to taking up the phrase upon page 17. Convert sentence 1 into, — All work should be done with care.

As an example of the last exercise required write, — Mr. Jones was a native of England. In the second half of the nineteenth century, a great war was fought here in America.

XV

Page 18, the first half, may be studied and developed in class.

XVI

Let the members of the class imagine that they are reporters and editors of a newspaper. Their compositions are to be pointed.

Assign narrative themes, and let each member of the class write one or more original paragraphs.

XVII

Discuss the writing of descriptions. Read over pages 16 and 80. Develop whatever exercises most interest the individual members of the class.

Finish by reading the beautiful passage from Prescott, page 113.

XVIII

From this stage forward, the course of the teacher in developing the subject of English from this handbook should be planned with a view to interweaving the grammar with the composition. The teacher will understand the class so well that definite directions here may be useless. But the following parallel may be suggestive: —

GRAMMAR

COMPOSITION

XVIII. Pages 40 and 41, The Simple Sentence.

XIX. Pages 20, 21, 22, Nouns.

XX. Pages 28 and 29, Verbs.

XXI. Pages 24 and 25, Pronouns.

XXII. Pages 26 and 27, Adjectives.

XVIII. Page 34. Topics 2, 3, 6, 7, 15, 22, and 27 are of a descriptive nature.

XIX. Pages 23 and 66, Capitals.

XX. Page 34. Topics 1, 4, 5, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 23, 24, 25, 26, and 28 are of an expository nature. See pages 81, 104, 115. This subject should first be treated orally for an evening or two.

XXI. Page 34. Topic 17 will probably be treated as a narrative. Topic 29 covers all kinds of writing.

XXII. Pages 9, 35, 52. Spelling.

XXIII. Page 30, Adverbs.	XXIII. Page 36, Abbreviations.
Pages 74 and 75, Prepositions.	
XXIV. Pages 39 and 64, The Clause.	XXIV. Page 95, Clearness.
We may then proceed to repeat the subjects, adding new points, and developing.	
From the clause, we go to	
XXV. Pages 42, 43, 47, The Compound Sentence.	XXV. Page 38, The Comma.
XXVI. Pages 44 and 45, The Complex Sentence.	XXVI. Page 67, first half, The Semicolon.
XXVII. Page 46, Combination of Sentences.*	XXVII. Page 67, second half, and page 98, first paragraph, The Colon.
XXVIII. Pages 50 and 51, Nouns.	XXVIII. Pages 98 and 99, Review of Punctuation.†
XXIX. Pages 54 and 55, Verbs.	XXIX. Pages 48 and 49, Diction.

* Show here that simple sentences may be combined into complex or compound sentences as truth or style decree. For example, — "All Americans love the memory of Abraham Lincoln." "Most Americans admire the character of George Washington." Compound sentence, — "Most Americans admire the character of George Washington, but all Americans love the memory of Abraham Lincoln." Complex sentence, — "While most Americans admire the character of George Washington, all Americans love the memory of Abraham Lincoln."

† Printers know two extremes of styles of punctuation, one called "low pointing," which uses few marks, and the other called "high pointing," which uses many marks. The paragraph of dictation upon page 15 is "standard" or "moderate pointing." The omission of the comma after *peace* would be "low pointing." In the fifth line, using semicolons instead of commas would be "high pointing."

XXX. Pages 53 and 77, Pronouns.	XXX. Page 65, Systematic Study of Letter Writing.
XXXI. Pages 61 and 62, Adjectives.	XXXI. Pages 113, 114, and 115. Examine for diction.
XXXII. Page 73, The Articles.	XXXII. Page 78, Diction.
XXXIII. Page 76, Conjunctions. Again, most of these subjects are reviewed and further developed.	XXXIII. Page 79, Quotations.
XXXIV. Page 68, Nouns.*	XXXIV. Page 85, Writing Advertisements.
XXXV. Pages 56, 57, 58, 59, 60, Difficult Verbs.	XXXV. Pages 86 and 88, The Rhetorical Order.
XXXVI. Pages 93 and 94, Agreement of Pronouns with Antecedents, Agreement of Subjects with Predicates.	XXXVI. Page 87, Diction.
XXXVII. Pages 69, 72, 100, Comparison of Adjectives and of Adverbs.	XXXVII. Pages 89, 90, 91, 92, Principles of Good Taste.
XXXVIII. Page 96, Correlation of Clauses.	XXXVIII. Page 97, Reconstruction of Poor Sentences. Page 99, Punctuation.

* Notice here in teaching one difficulty that foreigners will have. In English, gender depends on sex. This is not true of European languages. where gender and sex often differ.

The following corrections for page 99 would be made in "moderate pointing."

LINE	LINE
1. Hooker	21. country. If
3. trial.	22. land,
4. In months,	23. endearments. It "a po-
5. depleted, April,	etry." And
6. 124,500 men. He Poto-	24. ensigns. Its
mac,	25. symbolizes. It
7. Lee's Fredericksburg. "His	26. reverence. It
8. campaign," General Double-	27. air, sublimely, voice. Its
day, "was simple, efficacious,	29. Declaration of Independence.
9. successful." Diverting Lee,	Its
10. Rappahannock, Fredericks-	32. state. The present. The
burg;	33. fathers. White
11. Chancellorsville,	34. purity; red valor; blue jus-
12. Confederates. Pushing	tice; and together,—
13. Chancellorsville to Freder-	bunting,
icksburg,	35. stars, stripes, colors, blazing
15. success; point,	sky,
16. Chancellorsville.	36. hearts, hands!
17. Was	In line 30, it would be proper
18. ity,	to point Union of States.
19. away?	In line 32, it would be
20. There flag! He	proper to point "Union
	past and present."

XXXIX

One half of the time of the English lesson may profitably be spent, at the end of the school year, studying the four forms of discourse, pages 102-105 and 113-116.

XL

Spelling and memorizing, as on pages 110 and 111 and in the dictation exercises, should be used to develop power to recall visual images as well as to increase the vocabulary. Words should be understood before they are spelled.

A FEW PEDAGOGICAL HINTS FOR EVENING SCHOOL TEACHERS .

IN addition to the suggestions contained in the foregoing chapter and to the directions in the lessons of the text, certain other points may prove helpful. Nearly all evening school teachers teach classes of day school students as well. These are usually among the physically strongest and the most competent of the day school teachers. Nevertheless, they are often tired from the day work; and sometimes they fail to see the many differences between their two sets of students.

1. Such teachers should endeavor to find, in some way, an opportunity to rest between the close of day school and the opening of evening school at seven o'clock. This is especially important for women. Such a rest cools the temper and freshens the mind. If the teacher can rest for an hour daily he will be in better condition in February and March than otherwise; and so will his class.

2. In nearly every evening school class there will be several students who are thinking hard and doing work far beyond anything that may be expected of day students. Some occupations leave the mind free. Evening school teachers must be quick to recognize such students and to supply them with sufficient individual work.

3. As nearly all these students are self-reliant, they must be approached from a different standpoint than the day students. They require neither driving nor coaxing,

but strong, rapid, positive leadership. A good teacher can accomplish wonderful results with an evening class; but only by utilizing the activities and following the interests of the individuals of the class.

4. English instruction requires much written work. Written blackboard work is especially useful in evening schools. While the teacher should not spend much time in the wearisome labor of correcting papers out of class, yet he should never throw away a paper handed in by an evening school pupil. He should either give it back with a written comment or at least a mark; or preserve it for reference.

5. Evening school pupils benefit greatly by reading from good authors. Two or three times a week, if not every evening, ten minutes should be occupied by the teacher in talking to pupils about some good author and in reading from one or another of his books. For example: FICTION — Defoe's *Robinson Crusoe*; Scott's *Ivanhoe* and *Kenilworth*; Cooper's *Last of the Mohicans* and *Deerslayer*; Thackeray's *Vanity Fair* and *Henry Esmond*; Dickens's *David Copperfield* and *Pickwick Papers*; George Eliot's *Silas Marner* and *Mill on the Floss*; Stevenson's *Treasure Island* and *David Balfour*; Mark Twain's *Tom Sawyer* and *Huckleberry Finn*; Irving's *Sketch Book*; Lamb's *Tales from Shakespeare*; Poe's and Hawthorne's tales; Kipling's *Plain Tales from the Hills*. ESSAYS, etc. — Franklin's *Autobiography*; Lamb's *Essays of Elia*; Carlyle's *Heroes and Hero Worship*; Emerson's *Representative Men*; Ruskin's *Sesame and Lilies* and *Modern Painters*; Abraham Lincoln's *Speeches and Letters*. AMERICAN POETRY — Bryant, Poe, Longfellow, Whittier, Lowell. BRITISH POETRY — Burns, Wordsworth, Shelley, Keats, Browning, Tennyson, etc.

Attention should first be directed to the value of the content or substance of the passage and then to the skill of presentation.

6. Most important of all is the daily encouragement of the good work of each student. Attendance is voluntary and proceeds from good will and hope of improvement.

ENGLISH

FORMS OF SENTENCES

A **sentence** is the expression of a complete thought. A mere combination of words does not make a sentence. "The bright moon in the sky" is not a sentence, because the words do not express a *complete* thought; they do not make sense. These words merely mention the thing thought about. They make no statement or assertion about the thing; they do not tell what is thought about the thing. But when we say, "The bright moon in the sky is beautiful," we do make a sentence. These words not only mention the thing thought about but also tell what is thought about it. There are four forms of sentences:—

I. A sentence that states or declares something is a **declarative** sentence; as, —

The farmer is mowing.

II. A sentence that expresses a command is an **imperative** sentence; as, —

Take off your hat on entering the house.

III. A sentence that asks a question is an **interrogative** sentence; as, —

Who was Charles Sumner?

IV. A sentence that expresses sudden or strong feeling is an **exclamatory** sentence; as, —

What a fine picture this is!

1. Write a declarative sentence about New York City.
2. Write an interrogative sentence about England.
3. Write an imperative sentence addressed to a newsboy.
4. Write an exclamatory sentence about the weather.

PUNCTUATION

The first word of every sentence should begin with a **capital letter**.

A declarative or an imperative sentence should be followed by a **period (.)**.

An interrogative sentence should be followed by an **interrogation point (?)**.

An exclamatory sentence should be followed by an **exclamation point (!)**.

Using the rules above, arrange the following groups of words into the different kinds of sentences : —

1. is, of South America, warm, the climate.
2. on a long journey, away, to-morrow, am going, with my friend, I.
3. his visit, did Mr. Smith, about, say, what.
4. the moon, what a, is, glorious sight.
5. enemies, your, bless.

Study the following sentences and be prepared to write them from dictation : —

“Books are our most steadfast friends. They are our resource in loneliness. They go with us on our journeys. They await our return. They are our best company. They are a refuge in pain. They breathe peace upon our troubles. They await us as ministers of youth and cheer. They bring the whole world of things and men to our feet. They put us in the center of the world.” — T. T. MUNGER.

Make sentences containing the following words : —

sea	fare	there	begin	paper
boat	where	garden	tools	knife
help	pain	field	catch	obey

SENTENCES

Tell what kind each of the following sentences is : —

1. What is the name of the mayor of this city?
2. New York is the largest American city.
3. In what State are Cleveland, Columbus, and Cincinnati?
4. Name the large cities in this State.
5. Can you spell Boston, Philadelphia, Chicago?
6. Why, it is more than twice as far from St. Louis to San Francisco as from Baltimore to St. Louis!
7. In the United States, there are two Portlands, one in Maine, the other in Oregon.
8. What interesting names some cities have, — Seattle, Los Angeles, Memphis!
9. Go to New Orleans by the next train.
10. Minneapolis and St. Paul are called "The Twin Cities."
11. How far is it from Indianapolis to Detroit?
12. Providence! What a beautiful name for a city!
13. Newark has a great variety of manufactured products.
14. Address the letter to

MR. ARTHUR J. BENEDICT,
1437 Eastside Avenue,
Milwaukee,
Wisconsin.

15. In the upper left-hand corner of the envelope, write
From SAMUEL TREAT,
403 Sixth St., Denver, Colorado.
16. Is Dallas north or south of San Antonio?
17. Jersey City, Kansas City, and Salt Lake City are each and all commercial cities.
18. Where is the city of Washington?
19. New Orleans and Atlanta are important Southern cities.
20. Which is the larger city, Pittsburgh or Buffalo?
21. Charleston, Mobile, and Galveston are on the seacoast.
22. Can you spell Tacoma, Spokane, Cheyenne, and Omaha?
23. Locate this city upon the map.
24. Europe is "the old country."
25. America, let it be to all the land of opportunity!

FORMS OF SENTENCES

I. Write declarative sentences about : —

bread	paper	fruit	table	doctor
work	canal	patient	rather	patent

Write interrogative sentences about : —

shoes	weather	grocer	farmer	overalls
razor	effort	factory	button	bread

Write imperative sentences addressed to : —

a grocer	a regiment	a bootblack
a butcher	a waiter	a post-office clerk

Write exclamatory sentences about : —

a snowstorm	a hot day	baseball
-------------	-----------	----------

II. With what kind of letter do all sentences begin ?

What punctuation mark stands at the end of a declarative sentence ? of an interrogative sentence ? of an exclamatory sentence ? of an imperative sentence ?

III. Learn to spell the following words, and then write each word in a good sentence : —

between	business	separate	receive
canal	believe	vinegar	honesty
banana	absence	single	brilliant

IV. Study for dictation : —

“Little strokes fell great oaks. A little neglect may breed mischief; for want of a nail the shoe was lost; for want of a shoe the horse was lost; and for want of a horse the rider was lost.”

“He that goes a borrowing; goes a sorrowing.”

— BENJAMIN FRANKLIN.

WORDS OF LIKE SOUND

air, <i>atmosphere</i>	berth, <i>a place to sleep in</i>
heir, <i>one who inherits</i>	birth, <i>coming into life</i>
buy, <i>to purchase</i>	dear, <i>precious</i>
by, <i>near</i>	deer, <i>an animal</i>
fair, <i>clear</i>	here, <i>in this place</i>
fare, <i>price of passage</i>	hear, <i>to listen</i>
meet, <i>to come together</i>	new, <i>recent</i>
meat, <i>flesh</i>	knew, <i>did know</i>
our, <i>belonging to us</i>	pair, <i>two together</i>
hour, <i>sixty minutes</i>	pear, <i>the name of a fruit</i>
pane, <i>a plate of glass</i>	pare, <i>to trim</i>
pain, <i>suffering</i>	piece, <i>part of a thing</i>
plane, <i>a tool</i>	peace, <i>quiet</i>
plain, <i>simple</i>	to, <i>as far as</i>
right, <i>proper</i>	too, <i>overmuch, also</i>
write, <i>to express by letters</i>	two, <i>twice one</i>

Write sentences of your own, containing the above words.

Fill the blanks with the proper words: —

1. He decided — quickly.
2. I want a — paper to — on.
3. Please buy me a — in the sleeping car.
4. He cannot — you, unless you speak distinctly.
5. She has a feather in her — hat.
6. The conductor asked him for his —.
7. John has a — in his side.
8. He carried a — in each hand.

SUBJECT AND PREDICATE

We have learned that when we use words to express a thought in completed form, we make a sentence. In expressing our thought, we name the thing thought about, and then we tell what we think about this thing.

In the sentence, "The dog runs," "dog" names the thing thought about, and "runs" tells what is thought about the dog.

The thing thought about is called the **subject** of the sentence; what is thought of the thing is called the **predicate**.

The boy skates.

In this sentence, "the boy" is the subject, and "skates" is the predicate.

In the following sentences, pick out the subject and the predicate : —

1. The carpenter is hammering.
2. The newsboy is shouting.
3. The cow is chewing her cud.
4. The horse is frightened.
5. The ocean is deep.
6. Morse invented the telegraph.

For dictation : —

"Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise." — J. G. WHITTIER.

Make sentences containing : —

glad	noble	spoken	surprise	hearts
whenever	higher	levels	rise	thought

SUBJECT AND PREDICATE. — ANALYSIS

The **subject** of a sentence names that of which something is thought.

The **predicate** of a sentence tells what is thought about the subject.

The **analysis** of a sentence is the separation of it into its parts.

Separate each of the following sentences into subject and predicate: —

1. Charles Sumner was a great statesman.
2. Whitney invented the cotton gin.
3. The elephant has great strength.

Construct sentences by supplying a subject for each of the following predicates: —

- | | | |
|--------------|---------------|----------------|
| 1. — sinks. | 5. — scratch. | 9. — frighten. |
| 2. — jumps. | 6. — run. | 10. — strike. |
| 3. — shouts. | 7. — fight. | 11. — kick. |
| 4. — climb. | 8. — write. | 12. — speak. |

Construct sentences by supplying a predicate for each of the following subjects: —

- | | | |
|--------------|-----------------|--------------|
| 1. Gold —. | 5. Lightning —. | 9. Spring — |
| 2. Clocks —. | 6. Fountains —. | 10. Fish —. |
| 3. Rain —. | 7. Snow —. | 11. Bees —. |
| 4. Trees —. | 8. Time —. | 12. Ships —. |

Learn to spell the following words, and then write them in sentences: —

Sunday	Wednesday	Saturday	afternoon
Monday	Thursday	morning	midday
Tuesday	Friday	evening	midnight

SUBJECT AND PREDICATE

A predicate may consist of two, three, four, or more words used together to complete the expression of a thought.

1. John could have been promoted.
2. William might have gone to New York.
3. New York is the largest city in America.

In the first sentence, the subject is "John," and the predicate is "could have been promoted."

In the second sentence, the subject is "William," and the predicate is "might have gone to New York."

In the third sentence, the subject is "New York," and the predicate is, "is the largest city in America."

Analyze the following sentences. Write each sentence with a straight line under each subject and a wavy line under each predicate; as, —

He has been gone for a long time.

1. Charles has finished his lesson.
2. Mr. Johnson has become rich.
3. A storm has been raging.
4. Many books have been written.

Pick out the subjects and the predicates in the following lines: —

"The cock is growing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun:
The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising,
There are forty feeding like one."

— WILLIAM WORDSWORTH.

LETTER WRITING

1. In class, talk about city and country. In what respects is the city more attractive than the country? In what respects is the country more attractive than the city? Why do most persons like the city best in winter and the country in summer? Ask these and similar questions. Imagine that John lives in the city and George in the country. Let John write a letter to George, and George a letter to John, each telling about his own mode of life. For example:—

20 PIKE ST., CINCINNATI, OHIO,
Sept. 10, 1912.

DEAR GEORGE:

Did you know that I am a clerk now in a dry-goods store? I am earning seven dollars a week and I feel very rich. To be sure, I have to leave home at seven in the morning and work until six at night, with only forty-five minutes for lunch; but I am learning something new every day and I really enjoy my work. Still, I am very glad of the holidays on Saturday afternoons, especially as the summer has been very hot.

Next week I am to have a vacation. How I wish I could spend it with you in Michigan! We could have such jolly times fishing in your lakes and streams; but I can't afford it this year.

I hope you have enjoyed your summer. Let me hear from you soon.

Yours sincerely,

JOHN.

2. Talk similarly about each of the following subjects and then write letters:—

A. Which is the more important and useful person, the policeman or the fireman?

B. Which is to be preferred, a small store that is one's own or a good-salaried position under an employer?

C. Is it wiser for a young man to spend his evenings in a library, or in a gymnasium, or outdoors?

THE PARAGRAPH

A dog was crossing a stream with a piece of meat in his mouth. As he happened to look down into the water, he saw his own shadow. He thought that it was another dog with a piece of meat just like his own. He immediately snapped at the meat, and, of course, dropped what he had. Consequently, he lost his own piece of meat, and did not get the other, for it was only a shadow.

Notice the spelling, the punctuation, and the capital letters in this story.

How many sentences are there in the story? Has each sentence any relation to the others?

A connected series of sentences bearing upon a single topic is called a **paragraph**.

Notice that a small blank space is left at the beginning of the first line. The first line of a paragraph should always be indented in this way.

I. Learn to spell and to use in sentences :—

crossing	piece	shadow	immediately	dropped
stream	mouth	other	course	snapped
another	thought	water	meat	happened

II. Write in a paragraph the story of the dog and his shadow, from memory.

III. Write a paragraph upon any one of the following subjects :—

1. The Stars.
2. The President of the United States.
3. The Atlantic Ocean.
4. The Philippine Islands.
5. Niagara Falls.
6. A Snow Storm.
7. Cooking.
8. An Interesting Event.

THE PARAGRAPH

After writing the following passage from dictation, tell what it is about : —

“Our government has been tried in peace, and it has been tried in war, and has proved itself fit for both. It has been assailed from without, and it has successfully resisted the shock; it has been disturbed within, and it has effectually resisted the disturbance. It can stand trial, it can stand assail, it can stand adversity, it can stand everything but the marring of its own beauty and the weakening of its own strength. It can stand everything but the effects of our own rashness and our own folly. It can stand everything but disorganization, disunion, and nullification.” — DANIEL WEBSTER.

Each of the following exercises offers a suggestion for the writing of a paragraph. Each of the topics suggested should be amplified by the addition of other ideas by way of explanation, illustration, or contrast.

1. The Fourth of July is a great day. (Give reasons.)
2. The study of arithmetic is a great aid to every one.
3. James was lazy. His employer became disgusted with him. He is discharged. He is out of work. (Expand each of these four statements into a paragraph, so that the whole will be a connected story of an indolent young man.)
4. Every one should know how to write English.
5. It is the duty of every man to vote.
6. You have always put off those things that were disagreeable to you; therefore you must not hope to be successful in anything that is really difficult.
7. We cannot get along without rain.
8. The telephone is a wonderful thing.
9. The fire engine came rushing down the street.
10. No winter sport is more exciting than coasting.
11. The life of birds is beset with dangers.
12. It is easy to take care of a canary bird.
13. George Washington was a great man.
14. The foreman must know everything about his shop.

THE PARAGRAPH. — EXERCISES

I. Devote a paragraph to describing the impression that each of the following objects makes upon you. Keep in mind what has been said about the structure of paragraphs.

A hot day in July; the oldest man you know; a person who is generous, but who has a very weak will; your native town or city; a group of immigrants; a thunderstorm; Christmas Day; hospitality; an express train; the public library.

II. After studying the following descriptions carefully, write descriptive paragraphs of your own by enlarging and amplifying the material given you : —

1. "Firmly builded with rafters of oak, the house of the farmer
Stood on the side of a hill commanding the sea; and a shady
Sycamore grew by the door, with a woodbine wreathing around
it.

Rudely carved was the porch, with seats beneath; and a foot-
path

Led through an orchard wide, and disappeared in the meadow."

—H. W. LONGFELLOW.

2. "How often have I paused on every charm,
The sheltered cot, the cultivated farm,
The never-failing brook, the busy mill,
The decent church that topt the neighboring hill,
The hawthorn bush with seats beneath the shade,
For talking age and whispering lovers made."

—OLIVER GOLDSMITH.

Tell the story of some poem with which you are familiar.

Write the story carefully, point by point, taking care that each paragraph deals with one particular point or incident in the narrative.

Compare your prose story with the poem and see whether the paragraphs correspond to the stanzas in number and contents.

THE PHRASE

1. A long journey brought us here.
2. A journey of two hundred and fifty miles brought us to New York.

To make the expression of our thought more clear, we often find it necessary to use a group of words in place of one word. In the second sentence above, the group of words "of two hundred and fifty miles" has been written in place of the word "long"; and the group of words "to New York," has been written in place of the word "here." They have made the meaning of the sentence clearer. These groups of words "of two hundred and fifty miles" and "to New York," are called **phrases**.

Copy the following sentences, using phrases in place of some of the single words:—

1. All work should be carefully done.
2. The soldiers fought courageously.
3. A man should not spend his evenings idly.
4. His kind gift was gladly received.
5. Much has been said about American shrewdness.
6. A bronze statue was set up there.
7. The boy took off his hat politely.
8. He listened attentively to what was said.
9. A thousand hearts beat with happiness.
10. He does his duty promptly.

Make sentences of your own containing the following phrases:—

Of England, of the nineteenth century, of the president, of New York City, in front of, with great care, at full speed, to the crown, out of the building, with horror, at this point, up and down the room, of peace, with a book under his arm, for getting aboard, in the evening, of most people, of the navy, by electricity, on a black horse, without any money, of great power, toward the river.

THE PHRASE

Write sentences containing the following phrases :—

1. To speak the truth ——
2. Playing baseball ——
3. To go visiting ——
4. —— to see the moon rise at night.
5. —— to watch the birds build their nests.
6. To be generous ——
7. To be liked by every one ——
8. To keep one's temper ——
9. By being polite ——

10. Of the country; of the trees; of the flowers; of the fields; through the ice; in a terrific storm; with their guns on their shoulders; down the swift stream; with the help of a crowbar; of dry firewood; in the city; in the top of a high tree; of the horse; toward the west; from his pocket; through the leaves and branches; of clear, cool water; between the two houses; in the desert.

Write a composition on "A Camp in the Woods," and underline all the phrases that you use.

The plan for the composition may contain the following topics: the reason for camping out; the place selected for the camp; pitching the tent and preparing the boughs for the bed; cooking; fishing and hunting; how the evening was spent; strange things in the forest.

Learn to spell the following words, and then write each in a sentence :—

quarters	straight	guidance	utensils
shooting	preparation	valley	mountain
plaintiff	insurrection	niece	noticeable
alien	scythe	lightning	consistent
abscess	rhyme	describe	salary
precede	eligible	secretary	separate
exceed	parallel	tenants	February
believe	catarrh	conceit	chimney

LETTERS AND COMPOSITIONS

1. Frank Williams is the owner of a canal boat that runs on the Erie Canal. Write to him to make arrangements to use his boat for a school picnic.

2. You wish to become an engineer. Write to a friend of long experience, and ask his advice as to what you should do to prepare yourself for the work.

3. Write to a stationer, asking him to send you samples of stationery.

4. Write to the congressman of your district, asking him how to become eligible for examination for West Point.

5. A gentleman whom you know wishes to buy a dog. Write to him, offering to sell him your dog. Describe the dog's characteristics.

6. Explain how the streets are cleaned.

7. Tell what you know of a street-car transfer. What it is ; how it looks ; when and how it is used.

8. Tell how your city or town is governed.

9. Describe a lighthouse, and tell of what use it is.

10. Describe a scene that you have observed in a street car.

11. Write an account of a day spent in taking care of a fretful and mischievous child. In the course of your story describe the child and outline his character.

12. You are spending a year on a farm. Compare a day's work in summer with that in winter.

13. Describe the apple woman at the corner.

14. Put in writing the plot of some story that you have read.

15. Describe an organ grinder.

16. Write an account of a fire that you have seen.

NOUNS

A **noun** is the name of a person, a place, or a thing.

1. All rivers flow to the sea.
2. Trenton is the capital of New Jersey.
3. William is industrious.
4. The Mississippi is a very long river.

Nouns like "rivers," "sea," and "capital," which are the names of classes of persons or objects, are called **common nouns**.

Nouns like "Trenton," "New Jersey," "William," "Mississippi," which are the names of particular individuals, places, or objects, are called **proper nouns**.

The first letter of a proper noun should be a capital.

1. Write ten sentences, each containing a common noun.
2. Write ten sentences, each containing a proper noun.

Pick out the nouns in the following sentences. Tell of each whether it is a common or a proper noun.

1. "Up from the meadows rich with corn,
Clear in the cool September morn,
The clustered spires of Frederick stand,
Green-walled by the hills of Maryland." — J. G. WHITTIER.

2. The Nile river runs through Egypt. In Abyssinia the rain descends in torrents. This makes the Nile overflow its banks once a year.

3. The buffalo may be found on the prairies of North America.
4. Salem is one of the oldest towns in Massachusetts.

Make sentences of your own containing the following nouns, stating which are proper and which are common : —

factories	library	Roosevelt	officer
Cuba	Havana	harvest	governor
rice	London	soldier	servant
insurance	consent	sailor	steamship

THE PLURAL OF NOUNS

SINGULAR	PLURAL	SINGULAR	PLURAL
girl	girls	fish	fishes
book	books	fox	foxes
desk	desks	witch	witches
coat	coats	guess	guesses

The plural of nouns is commonly formed by adding *s* to the singular.

The plural of nouns ending in *sh*, *ch*, *s*, or *x* is formed by adding *es* to the singular.

I. Write sentences, using the plural of each of the following nouns :—

scratch	part	rush	lunch
box	brush	gun	march
right	patch	circus	box
SINGULAR	PLURAL	SINGULAR	PLURAL
journey	journeys	duty	duties
monkey	monkeys	ferry	ferries

When the singular ends in *y* preceded by a vowel (*a*, *e*, *i*, *o*, or *u*), the plural is formed by adding *s*; but when the final *y* is preceded by a consonant, the plural is formed by changing *y* into *i*, and adding *es*.

II. Write sentences, using the plurals of the following nouns :—

colony	city	fury	fancy	daisy
chimney	party	mystery	turkey	lily
folly	enemy	copy	lady	alley

For dictation :—

“God moves in a mysterious way
His wonders to perform;
He plants his footsteps on the sea
And rides upon the storm.”— WILLIAM COWPER.

THE PLURAL OF NOUNS

I. Most nouns ending in *f* or *fe* form the plural by adding *s*. A few form their plural by changing *f* or *fe* into *v*, and adding *es*; as, —

SINGULAR	PLURAL
wolf	wolves
life	lives

Write sentences, using the plurals of : —

wife	half	thief	self
knife	loaf	leaf	shelf

II. The plural of most nouns ending in *o*, preceded by a consonant, is formed by adding *es*; as, —

Negro, Negroes	tomato, tomatoes
----------------	------------------

Write sentences, using the plurals of : —

calico	grotto	buffalo	echo
veto	volcano	hero	cargo
motto	mosquito	potato	tornado

III. Learn the following plurals and use them in sentences : —

woman, women	man, men	foot, feet	goose, geese
tooth, teeth	mouse, mice	child, children	ox, oxen

IV. Write the plurals of the following words : —

trees	meadow	beach	use	gas
stick	cherry	buoy	country	family
flower	hawk	ranch	wing	mesh
book	house	sail	copy	post
ally	sheaf	calf	word	story

CAPITAL LETTERS

I. The first word of a sentence should begin with a capital letter ; as, —

The weather is cold.

II. A line of poetry should begin with a capital letter ; as, —

“Speak clearly, if you speak at all ;

Carve every word before you let it fall.” — O. W. HOLMES.

III. Proper names should begin with capital letters ; as, —

George Washington, Fort Henry, England, France, Adirondacks.

IV. All names of the deity should begin with capital letters ; as, —

God, Jehovah, Christ.

V. Most abbreviations should begin with capital letters ; as, —

I have invited Mr. Phillips and Dr. Smith.

VI. The words *I* and *O* should be written in capitals ; as, —

George feared that I would not dare to do it.

Copy the following sentences and show how the rules are applied : —

1. Mr. Mitchell will sail for England on Monday.

2. I will tell Mrs. Potter to go to New York.

Copy the following, putting capitals where necessary : —

charles	street	london	america
desk	orchard	pen	england
chicago	delaware	stove	book

For dictation : — (Notice the use of capitals.)

In 1643, a league was formed by the four colonies, Massachusetts, Plymouth, Connecticut, and New Haven, against the Indians.

THE PRONOUN

I shall be glad to help you, if you will allow me.

In this sentence, how many times does the speaker mention himself? How many times does he mention the one spoken to? Does he mention his own name? Does he mention the name of the person to whom he is speaking? By what words does he mention himself? By what words does he mention the speaker? You now see the advantage in the use of the words *I*, *me*, and *you*.

Write sentences containing *I*, *me*, *you*, *she*, *her*, *he*, *his*, *him*, *they*, *there*, *them*, *it*, and *its*.

Words that stand for nouns are called **pronouns**. Those pronouns, which stand for the name of the speaker, of the one spoken to, or the one spoken of, are called **personal pronouns**.

Who was Alexander Hamilton?

What made Benjamin Franklin famous?

What kind of sentences are these? Pick out the subject and predicate of each. What punctuation mark stands at the end of each of these sentences? The words *who* and *what* stand for nouns that are unknown.

Make interrogative sentences, using *who*, *which*, *what*. Those pronouns which stand for the unknown noun in an interrogative sentence are called **interrogative pronouns**. What punctuation mark follows a sentence begun with an interrogative pronoun?

For dictation : —

“ Woodman, spare that tree !
 Touch not a single bough !
 In youth it sheltered me,
 And I'll protect it now.”

— G. P. MORRIS.

THE PRONOUN

Point out the pronouns in the following sentences, and tell for what each stands : —

1. The trees have shed their leaves.
2. I saw my friend as he passed my door.
3. When John had brought all his things on shore, and placed them in safety, he went back to his boat and rowed her along the shore to her old mooring.
4. The flowers were bending their heads as if they were dreaming of the rainbow and the dew.

Rewrite the following sentences, inserting the proper pronouns in the blank spaces : —

1. The man and his wife have brought — luncheon.
2. If any boy or girl finds the book, — will return it to my desk.
3. The committee brought in — recommendation.
4. The flock of sheep was on the way to — grazing ground.
5. If the manufacturer and the workman differ in — views, it is because — have — different interests.
6. — is at the door?
7. — did you see at the meeting last night?
8. — shall I do to get the money?
9. — did you say did it?
10. — of the two books do you like the better?
11. — carriage is this?
12. — a great number of people there was.
13. If I were in — place, — should have everything — wished.
14. The man on — help I relied was absent.
15. Each gave as much attention to it as — could.
16. I will give all — money, if you will give all — time.
17. I know — you want.
18. John, I see that — are not disposed to do what you should in the matter.
19. The managers of the railroad met at — regular meeting place, and each gave — opinion on the matter, so that each knew the other's thought.

THE ADJECTIVE

Honest man ; *willing* servant ; *strong* horse ; *white* house.

An **adjective** is a word used to modify a noun or a pronoun. It points out some quality or condition of the noun or pronoun that it modifies. The words “honest,” “willing,” “strong,” and “white” are adjectives. Each mentions a certain quality possessed by the noun it modifies. In the phrases at the top of the page, “honest” mentions the “honesty” of man ; “willing” mentions the “willingness” of servant ; “strong” mentions the “strength” of horse ; and “white” mentions the “whiteness” of house.

Join the following adjectives to nouns : —

industrious	this	angry	dead
strong	fourteenth	wooden	these
truthful	English	severe	those

Join adjectives to the following nouns : —

music	position	bank	mountain
country	morning	post office	railway
Cuba	window	ocean	cotton

Name some things that have the following qualities : —

acid	hard	soft	red	sharp
sweet	brittle	fragrant	thick	loud

Pick out the adjectives in the following, and tell what quality each mentions. For dictation : —

“No longer let me shun my part
Amid the busy scenes of life,
But with a warm and generous heart
Press onward in the glorious strife.”

—J. H. BRYANT.

THE ADJECTIVE

I. Never use the pronoun *them* for the adjective *those*.

Say : —

Those men wish to speak with us. I will speak with *them*.

Copy the following sentences, using the pronoun *them* and the adjective *those* in their proper places : —

1. You can take —— books, if you wish.
2. I shall give —— the money to-morrow.
3. Bless —— that persecute you.
4. The people elected —— men, because they were honest and industrious.

II. *Two, three, these, those*, and all adjectives denoting more than one require plural nouns.

Say : —

These kinds of men; not *these kind* of men. *Six feet* of rope; not *six foot* of rope.

Copy the following, filling in with proper words : —

1. Mr. Jones is six —— tall.
2. These —— of boys can be trusted.
3. The weight of an ordinary man is one hundred and fifty ——.
4. Yesterday I received two —— of apples.
5. The bridge was sixty —— long.

For dictation : —

"The talent of success is nothing more than doing what you can do well, and doing well whatever you do, without a thought of fame."
— H. W. LONGFELLOW.

Learn to spell and to use the following : —

address	letter	first	number	factory
industry	machine	envelope	success	special

THE VERB

1. Water runs down hill.
2. The robin comes in the spring.

The verb "runs" in the first sentence tells an action of water. The verb "comes" in the second sentence tells an action of the robin.

A verb asserts something of its subject.

In each of the following sentences, pick out the verb and tell what it asserts of its subject : —

1. The farmer is cutting the grass.
2. George Washington commanded the army.
3. Benjamin Franklin invented the lightning rod.
4. Thomas Jefferson wrote the Declaration of Independence.
5. The mob became angry.

Make twenty sentences by combining the following nouns and verbs : —

NOUNS

ship, ships	lamb, lambs	engine, engines
wheel, wheels	soldier, soldiers	prisoner, prisoners
fire, fires	horse, horses	water, waters
thief, thieves	eagle, eagles	wheel, wheels
dog, dogs	saw, saws	orator, orators

VERBS

sail, sails	fly, flies	march, marches
steal, steals	cut, cuts	run, runs
burn, burns	move, moves	bleat, bleats
revolve, revolves	speak, speaks	escape, escapes
howl, howls	turn, turns	rush, rushes

"Mont Blanc is the monarch of mountains;
 They crowned him long ago,
 On a throne of rocks, in a robe of clouds,
 With a diadem of snow." — G. G. BYRON.

THE VERB

I. *Was* is often used incorrectly for *were*.

SINGULAR	PLURAL
I was	We were
You were	You were
He was	They were

Make four sentences, using for subjects *we*, *you*, *they*, and *gentlemen*, and for predicates verbs introduced by *were*.

II. From the following list of verbs, pick out the proper words to fill the blanks in the sentences below: —

1.	2.	3.	4.	5.	6.
has	does	was	is	goes	runs
have	do	were	are	go	run

1. With what kind of a letter ____²____ every sentence begin?
2. The ladies ____⁴____ invited to remain to dinner.
3. The regiment ____¹____ gone to the war.
4. The horse ____⁶____ down the hill.
5. You ____³____ absent from the meeting, John.
6. The soldiers ____⁵____ down the street.

III. In the following dictation exercise, notice the capital letters, the nouns, the verbs, and the periods: —

“At a little before ten the British could see that Montcalm was preparing to advance, and in a few moments all his troops appeared in rapid motion. They came on in three divisions, firing heavily.”
— FRANCIS PARKMAN.

Learn to spell and use in sentences: —

before	British	preparing	advance
moments	troops	appeared	rapid
conceive	siege	judgment	defensible

THE ADVERB

He lives long that lives well.

In this sentence, the word “long” modifies the meaning of the verb “lives”; the word “well” modifies the meaning of the second verb “lives.” “Long” and “well” are adverbs.

An **adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

I. Some adverbs show *where*; as, — He walked away.

Write sentences containing the following adverbs of place: —

down up below here there off for somewhere

II. Some adverbs show *when* or *how often*; as, — He walked to town once a day for his newspaper.

Write sentences containing the following adverbs of time: —

to-day	presently	soon	always	once	daily
yesterday	early	again	often	twice	never

III. Some adverbs show *how*; as, — The orator spoke slowly.

Use the following adverbs of manner in sentences: —

slowly	quickly	carefully	together	badly
well	distinctly	gratefully	sorrowfully	gladly

IV. Some adverbs show *how much*; as, — He was almost exhausted.

Use the following adverbs of degree in sentences: —

almost enough too so only little much

V. Some adverbs express *certainty* and *uncertainty*.

Write sentences containing the following adverbs: —

possibly	perhaps	surely	really
certainly	probably	truly	positively

NARRATION

Study this story :—

THE WIND AND THE SUN

The Wind and the Sun were disputing as to which of the two was the stronger. While they were talking about it, a traveler came along. They agreed that the one who should first make the stranger take his coat off, should be called the stronger.

The Wind first tried his strength, and blew as hard as he could. But the harder he blew, the more closely did the traveler wrap his coat around him. At last the Wind gave it up and called upon the Sun to show what he could do.

Then the Sun came out with all his warmth. The traveler felt the heat and soon unbuttoned his coat. Finally he took it off altogether and sat down in the shadow of the nearest tree for protection.

What is a paragraph? How many paragraphs are there in this story? How many sentences are there in the first paragraph? in the second? in the third? What do you notice about the first line in each paragraph?

A story is a number of paragraphs that relate to a certain subject.

Rewrite the story in your words. Divide it into three paragraphs, according to the following headings :—

1. The Dispute.
2. The Wind's Attempt.
3. The Sun's Triumph.

Write narrations on the following topics :—

- The Apple Woman.
- A Day in the Country.
- My First Day at School.
- The Story of a Penny.
- The Forgetful Boy.
- A Bicycle Trip.
- A Runaway Horse.

LETTERS

Copy the following business letter, observing the capital letters, abbreviations, and punctuation. Notice that on the first two lines the address of the writer and the date of writing are placed. These are on the right-hand side of the page.

On the lines immediately following and on the left-hand side of the page the name of the company and its address are written. Then follows on the next line the word "Gentlemen."

When the body of the letter has been written, the writer signs himself,

Respectfully yours,

John Smith.

TRENTON, N. J.,

Dec. 6, 1904.

AMERICAN BOOK COMPANY,

100 Washington Square, New York.

GENTLEMEN:

For the inclosed money-order for fifteen dollars (\$15.00), kindly send me by express one complete set of Shakespeare's works.

Respectfully yours,

John Smith.

Write a business letter to Jordan, Marsh Co., Washington Street, Boston, Mass., ordering three rugs at \$4.00 per rug.

Write to the Outlook Company, 287 Fourth Avenue, New York City, asking for the *Outlook* for one year, and inclosing money order for three dollars in payment.

Write to John Wanamaker, Broadway, New York City, applying for a position as salesman.

LETTERS

Copy the following letter to a friend. Note that it differs in form from a business letter.

TRENTON, N. J.,
Dec. 2, 1904.

MY DEAR JAMES:

I am very glad indeed to receive your letter of November 24. It gives me great pleasure to hear that you are recovering from your long illness.

You ask me what I am doing. I have just taken a position in the milk business. I drive the team for the delivery of milk in the morning. Sometimes it is pretty hard getting up so early on the cold winter mornings. But you have heard the old proverb, "Early to bed and early to rise, makes a man healthy, wealthy, and wise."

Kindly remember me to your father and mother. Hoping to hear from you very soon, I remain,

Yours very truly,

William B. Mitchell.

Write a letter to a friend containing a description of your daily work. See that the place of writing, the date, the greeting, and the conclusion are in their proper places.

Make sentences containing:—

stitch	young	portion	warmth	machine
trace	group	dentist	rusty	circle

Write a letter to your cousin, Mr. Charles H. Smith, asking him to take dinner with you next Thursday evening.

Write a letter of congratulation to your brother on his birthday.

Write a letter to the Associated Charities, Boston, Mass., asking aid for an old lady who needs help.

Write an account of some battle of which you have read.

DESCRIPTION AND EXPOSITION

1. Tell how a tree is felled.
2. Compare a grasshopper and a bumblebee.
3. Describe a game of tennis.
4. Tell all you know about a bicycle, how it is made and operated, and to what accidents it is liable.
5. Tell how bread is made.
6. Describe an electric car.
7. Describe an elevator.
8. Tell a beginner how to row a boat.
9. Tell how a drawbridge works.
10. Tell what the duties of a locomotive engineer are.
11. Tell how potatoes are raised.
12. Explain how you would build a fire in a stove.
13. Tell how you would harness a horse.
14. Tell how you would mend a tin can which has a hole in it.
15. Describe the building of a road.
16. Tell what the duties of a policeman are.
17. Tell how letters reach their destination.
18. Tell how a board fence is built.
19. Tell what the duties of a fireman are.
20. Tell how you would sew a button on a coat.
21. Tell how the telephone helps us.
22. Describe a canoe.
23. Tell how a chimney is built.
24. Tell how bricks are made.
25. Tell how you would cook a piece of beef.
26. Tell how you would make a camp in the woods.
27. Tell of a visit to a large manufactory.
28. Tell of your favorite sport.
29. Tell what you read in the newspaper.

WORDS OF LIKE SOUND

aunt, <i>a female relative</i>	bury, <i>to cover up</i>
ant, <i>an insect</i>	berry, <i>a fruit</i>
cellar, <i>a basement room</i>	heel, <i>part of the foot</i>
seller, <i>one who sells</i>	heal, <i>to cure</i>
seam, <i>to join together</i>	stationery, <i>materials for writing</i>
seem, <i>to appear</i>	stationary, <i>fixed</i>
week, <i>seven days</i>	waist, <i>the middle of the body</i>
weak, <i>feeble</i>	waste, <i>squander</i>

Copy the following sentences, filling the blank spaces with the proper words : —

1. Bring some wood from the —, John.
2. There are fifty-two — in a year.
3. They — to be honest men.
4. They will — him in the graveyard to-morrow.
5. If he takes care of himself, the wound will —.
6. He was standing in the water up to his —.
7. One of the busiest of insects is the —.
8. When you go to town, please buy some —.

Write the plurals of the following words : —

chimney	child	lily	wharf	mystery
sleigh	pulley	valley	penny	road
tax	man-of-war	river	volcano	rose

For dictation : —

“A man should never be ashamed to say that he has been in the wrong, which is but saying in other words that he is wiser to-day than he was yesterday.” — ALEXANDER POPE.

“Opinion governs all mankind

Like the blind's leading of the blind.” — SAMUEL BUTLER.

ABBREVIATIONS

1. Doctor William Johnson Mitchell lives in Newark, Essex County, New Jersey.

2. Dr. Wm. J. Mitchell lives in Newark, Essex Co., N. J.

Compare these two sentences. Each is an expression of the same thought. Read each sentence aloud. In the second sentence how is the word "Doctor" shortened? How is the name "Johnson" shortened? How is the name "William" shortened? The word "County"? What is the shortened form of the name of the State of New Jersey?

Shortened forms, such as Dr. for Doctor, Wm. for William, Co. for County, and N. J. for New Jersey, are called **abbreviations**.

Learn the following abbreviations:—

Jan.	January.	C. O. D. . .	collect on delivery.
Feb.	February.	amt. . . .	amount.
Mar.	March.	doz. . . .	dozen.
Apr.	April.	Rev. . . .	Reverend.
Aug.	August.	Supt. . . .	Superintendent.
Sept.	September.	Hon. . . .	Honorable.
Oct.	October.	Dr. . . .	Doctor; also, debtor.
Nov.	November.	lb. . . .	pound.
Dec.	December.	oz. . . .	ounce.

What mark is placed after each abbreviation? Make sentences containing each of the abbreviations written above.

For dictation:—

"Dear, gentle, patient, noble Nell was dead. Her little bird—a poor slight thing the pressure of a finger would have crushed—was stirring nimbly in its cage; and the strong heart of its child mistress was mute and motionless forever."—CHARLES DICKENS.

PUNCTUATION

I. An abbreviation should be followed by a period; as,—

Mr. Chas. G. Shaw.

Hon. John E. Dickson.

II. A sentence, not interrogative or exclamatory, should be followed by a period.

III. An interrogative sentence should be followed by an interrogation point (?); as,—

What is the climate of Mexico?

IV. An exclamatory word, group of words, or sentence should be followed by an exclamation point (!); as,—

Hush! I hear some one coming! O noble friend!

Notice the punctuation of the following sentences:—

1. "Who is losing? who is winning? are they far; or come they near? Look abroad and tell us, sister, whither rolls the storm we hear."

—J. G. WHITTIER.

2. "Part thy blue lips, northern lake!

Moss-grown rocks, your silence break!"

—J. G. WHITTIER.

3. Dr. J. C. Goldsmith will give an illustrated lecture in Lyceum Hall, Manchester, N. H.

Supply the period, the interrogation point, and the exclamation point in the following sentences:—

"Who is this youth Surely he has never gone down into the depths I know all the aspects of those who have passed through the dark valley By what right is he among us"

—NATHANIEL HAWTHORNE.

Learn to spell:—

register
occupation

through
silence

lecture
supply

abroad
northern

following
abbreviation

PUNCTUATION

I. The name of a person or thing addressed should be marked off from the rest of the sentence by a **comma** (,); as, —

Your work is improving, John.

II. Several words, phrases, or clauses of the same kind, following each other, should be separated by commas; as, —

Mr. Andrews is an industrious, honest, temperate man.

III. A word or a phrase in apposition, that is a word or a phrase explaining the word it follows, is separated from the rest of the sentence by commas; as, —

Daniel Webster, the great orator, was born in New Hampshire.

IV. A direct quotation, that is the exact words of a writer or a speaker, should be separated from the preceding part of the sentence by a comma; as, —

Agassiz said, "I have no time to waste in making money."

V. The members of a compound sentence should be separated by a comma; as, —

He shouted, but received no answer.

Supply periods and commas in the following: —

1. The old oaken bucket the iron-bound bucket
The moss-covered bucket which hangs in the well
2. Make up your mind to do a thing and you will surely do it
3. It hurts a man's pride to say "I do not know"
4. He who teaches often learns himself

Learn to spell: —

pride	bucket	separate	frequent	building
route	prosperity	numerous	multiply	receipt

THE CLAUSE

1. When the pistol was fired, the runners started.
2. The vessel was condemned, because it leaked.
3. I think that he can be trusted.

In the first sentence two assertions are made. The subject of the first assertion is "pistol" and the predicate of the first assertion is "was fired." The subject of the second assertion is "the runners," and the predicate of the second assertion is "started."

The words "the runners started" gives the principal thought of the sentence. The words "When the pistol was fired" is an assertion that depends for its full meaning on the principal thought of the sentence. It cannot stand alone.

A division of a sentence having a subject and a predicate is a **clause**.

A clause that expresses the leading thought of a sentence is an independent or **principal clause**. A clause that depends upon some other part of a sentence for its full meaning is a dependent or **subordinate clause**.

Copy the following sentences, picking out the principal and the subordinate clauses: —

1. If the bank is closed, you cannot get your money.
2. When the fire was put out, the crowd went away.
3. Forgive us our debts, as we forgive our debtors.
4. We cannot tell what the jury will decide.
5. I believe that you will succeed.
6. The king was silent when he heard this story.
7. We advance in freedom as we advance in years.
8. He walked on, though he was very tired.
9. She laughed till the tears rolled down her face.
10. Before the firemen arrived, the building fell.
11. War with Spain was declared when McKinley was President.

THE SIMPLE SENTENCE

You have learned that a sentence is the complete expression of a thought in words, whether written or spoken.

The elements of a sentence are the words, phrases, or clauses of which it is made up.

The **simple sentence** consists of one independent proposition. It contains only one subject and one predicate. But any number of words and phrases may be grouped about the subject and predicate as modifiers of these elements.

1. The fire burns.
2. The big fire of logs in the grate burns fiercely.

These are both simple sentences.

Charles ran.

Little Charles, the postman's son, ran down the street to buy his father a newspaper.

We see that by grouping words and phrases about the subject and predicate of a simple sentence, we may make it quite long.

Enlarge the following simple sentences : —

- | | |
|--------------------------|-----------------------------|
| 1. The snow is falling. | 8. The door closed. |
| 2. We found violets. | 9. School is dismissed. |
| 3. The man is reading. | 10. The tree grows. |
| 4. The children sang. | 11. The buoy rang. |
| 5. The pond is freezing. | 12. The brook flowed. |
| 6. The mill burns. | 13. The girl hears a knock. |
| 7. The man is good. | 14. Spring comes. |

Write simple sentences containing the following words : —

letter	bank	farmer	politician	forest
police	office	autumn	motion	river
government	printer	wheat	building	armory

THE SIMPLE SENTENCE

Every sentence consists of a subject and a predicate. The subject of a sentence is that person, place, or thing which is spoken of ; the predicate is that which is said of the subject.

A declarative sentence is one that declares or asserts something as a fact.

Rewrite the following sentences, filling in the blanks with suitable words, so as to make each a complete simple sentence: —

1. I — an old beggar in my walk.
2. The battle went on with — for three hours.
3. The French army — too exhausted for pursuit.
4. The general — his army in the suburbs of the town.
5. The — fired a broadside at the enemy.
6. Higher and higher — the sun.
7. The owls — all night long.
8. A crow — in a tall elm tree.
9. When the smoke cleared away, several of the mob —.
10. A little leak — a great ship.
11. The — have wandered about nearly all day.
12. The eyes of the savage — with fury.
13. A high — blew hats and bonnets about.
14. — commanded the American army.
15. A sudden — clouded the sky.
16. Down — the timber with a crash.

Tell the part of speech of each of the words you have put in.

For dictation : —

A crow, who was dying of thirst, saw a pitcher, and hastened to it, hoping to find some water. He found the water in the bottom of the pitcher, but it was so low that he could not reach it. Looking about him, he spied some pebbles. He brought these, one by one, and dropped them into the pitcher, until the level of the water was raised within his reach.

THE COMPOUND SENTENCE

Mr. Rawson closed his factory, and the workingmen stood idle in the streets.

How many clauses are there in this sentence? How many subjects? How many predicates? Can each clause stand alone? Does each clause make sense of itself when written alone? Does each clause contain a thought? Is either clause dependent on the other for its meaning?

A **compound sentence** is one made up of two or more independent clauses.

Form compound sentences of the following groups of simple sentences : —

It was springtime.

The buds were appearing on the trees.

The night is growing dark.

The snow begins to fall.

Master your work.

Do not let your work master you.

The door was quietly opened.

A little boy looked in.

He ran away very quickly.

Money may make a man comfortable.

It cannot make him wise.

Write ten compound sentences of your own, using the following words : —

Spaniards
time
nation
liberty
defeated
sold
carriage

second
harvest
church
interest
railway
rapid
public

third
laborers
neighbors
approach
park
summer
flowers

THE COMPOUND SENTENCE

Examine the following sentence : —

The dog barked, and the burglar ran away.

Is this a compound sentence? Name the independent clauses. What connects the two independent clauses?

Examine the following sentence : —

The whistle blew, the train started, and we were on our journey.

How many independent clauses does this sentence contain? Name them. Are they connected?

The independent clauses of a compound sentence are usually connected by such words as *and* and *but*.

Separate these compound sentences into the clauses of which they are composed. Mention the words that connect the clauses, if you find any.

1. The man shivered, but did not complain.
2. There is no land above our house, and there are no springs at hand for our use.
3. The night had been heavy and lowering, but toward the morning it had changed to a light frost, and it had become cold.
4. The war pipes ceased, but lake and hill
 Were busy with their echoes still.
5. He went to war a private, but returned a captain.
6. He has failed, yet he strives manfully on against all obstacles.
7. Reason frequently errs, but instinct rarely makes a mistake.
8. He would not explain, nor would he make any denial.
9. He will not go, but he will send his brother.
10. I should have called John, but he came of his own accord.
11. He was too wise to commit faults, but he was not energetic enough to make himself perfect.
12. Books are good, friends are better, but a clear conscience is best of all.
13. Rise early, work hard, and sleep well.

THE COMPLEX SENTENCE

1. When Abraham Lincoln was a boy, he was very poor.
2. He will do as you advise.
3. While you are waiting, you may read this book.

In the first sentence, "he was very poor" is the principal clause. A principal clause may stand alone. It makes good sense of itself. The subordinate clause is "When Abraham Lincoln was a boy." A subordinate clause cannot stand alone. It does not make sense of itself. It does not express a complete thought. It is of use only in connection with a principal clause. It is dependent on the principal clause for its meaning.

Discuss in this way the second and third sentences. A sentence composed of one principal clause and one or more subordinate clauses is a **complex sentence**.

For dictation : —

"We can almost fancy that we are visiting him [Milton] in his small lodging; that we see him sitting at the old organ beneath the folded green hangings; that we can catch the quick twinkle of his eyes, rolling in vain to find the day; that we are reading in the lines of his noble countenance the proud and mournful history of his glory and his affliction." — T. B. MACAULAY.

Is this a complex sentence? There is one principal clause. How many subordinate clauses are there? Pick out the subject and the predicate of the principal clause; of each subordinate clause.

Write the following complex sentences, and pick out the principal and subordinate clauses : —

1. He was there when the train arrived.
2. The whole nation heard with astonishment that the emperor had abdicated.
3. As soon as day appeared, we were wakened by loud noises in the streets.

Compare the following sentences :—

The army camped when the sun went down.

Separate each complex sentence into the independent and dependent clauses, and mention the connecting words:—

1. Long ago, when the world was new, this valley had been the bed of a lake.
2. The men tramped on, though they were nearly exhausted.
3. We get wiser as we get older.
4. The boat would not start because a storm had been predicted.
5. While you are bailing out the boat, I will get the oars.
6. When the breeze came, the sailors hoisted the sails.
7. I will send you the money when I get my pay.
8. He sprang to his feet as he spoke.
9. The man died of his injury before the doctor came.
10. The soldiers marched down the street while the band played.
11. Charles won the prize, though he had never played before.
12. He was ashamed to show himself because he owed money to all his friends.
13. If we cannot live so as to be happy, let us at least live so as to deserve happiness.
14. Howe'er it be, it seems to me,
 'Tis only noble to be good.

COMBINATION OF SENTENCES

The gale blew violently. It scattered all the leaves about. The leaves were yellow. This was all along the street.

These four sentences may be combined into one sentence, thus : —

The gale blew violently, scattering all the yellow leaves along the street.

Combine each of the following groups of sentences into a single sentence : —

1. Little Alice had tears in her eyes. Her eyes were blue. She said she hoped that it would stop raining. She was so anxious to go to the city. She wanted to buy a new hat.

2. Charles was a boy of twelve. He was a bright scholar. His parents were very poor. Charles had to leave school and go to work.

3. A man is sitting in the chair. He has a strong and sturdy frame. His face has been roughened by the storm. His hair is black.

4. The soldiers had marched forth very proudly. They came back covered with dust. They were very tired.

5. The work was very hard. Tom had begun it. He was resolved to carry it through to the end. In this good resolution he was assisted by his friends.

6. Arthur's father had been a clergyman. He had risen to a large parish. This was during the war. He could now send his son to college.

7. The yearly festival was always kept at the village. It was always kept in the old-fashioned way. Nothing was allowed to interfere with it.

8. For days beforehand the girls helped their mothers. They helped in the storerooms and in the kitchens. They helped to make pies and puddings. They helped to sort fruit.

9. The White river gracefully winds through the valley. It winds over a sandy bottom. It sometimes sparkles in shallows.

10. The room was about ten feet long. It was eight feet wide. It was seven feet high. This room John called his den. Several pictures hung on the walls of the room. These pictures were very old.

CONTRACTION OF COMPOUND SENTENCES

EXAMPLE. — Charles must work, and George must work.
Charles and George must work.

Contract the following: —

1. Lafayette was a great lover of America, and Baron Steuben was a great lover of America.
2. The earth revolves in its orbit, and the moon revolves in its orbit.
3. The razor is sharp, and the knife is sharp.
4. Washington was a great general, and Grant was a great general.
5. Yesterday our train was late, and to-day it was late too.
6. McKinley was a candidate for the presidency of the United States, and Bryan was a candidate at the same time.
7. Cuba produces tobacco, and Puerto Rico produces it also.
8. The printing press has been a great aid to civilization, and the steam engine has helped it.
9. The honest man will always pay his debts, and the honest man will always tell the truth.
10. It is profitable to read good books, and it is profitable to hear good lectures.
11. Shakespeare had great knowledge of the world, and Shakespeare wrote many famous dramas.
12. The theater amuses us, and the theater instructs us.
13. The steamships carry thousands of passengers to Europe, and the steamships carry great quantities of freight to Europe.
14. England has the largest navy in the world, and England has the largest trade in the world.
15. Whoever will succeed must be industrious, and whoever will succeed must be honest.
16. They came not as conquerors, but they came as true-hearted heroes.
17. He was a resolute man, he was a just man, and he was an able man.
18. I galloped, Dirck galloped, we galloped all three.
19. It came upon the midnight clear, and it was a glorious song of old.

CHOICE OF WORDS

I. My brother sent me a *number* of beautiful pigeons, and my cousin sent me a *quantity* of fruit.

Can the pigeons be counted? Can the fruit be weighed?

Use the word *number* when speaking of things that can be counted. Use the word *quantity* when speaking of things that can be measured or weighed.

Copy the following sentences, filling the blank spaces with the proper words: —

1. I saw a —— of sawdust on the floor.
2. There was a —— of potatoes on the table.
3. He had a —— of boards in his wagon.
4. The box contained a —— of seed.
5. There was a large —— of cattle in the barn.

Make six sentences, using the words *quantity* and *number*.

II. William has *less* common sense than James. Mr. Jones has *fewer* horses than his neighbors.

In speaking of quantity, use *less*. In referring to numbers, use *fewer*.

Copy the following sentences, filling the blank spaces with the proper words: —

1. There are —— men in the room than before.
2. There is —— sugar in this barrel than in that.
3. There are —— pupils in this room than in that one.
4. Japan has —— inhabitants than China.
5. I have —— money than he.

Make three sentences of your own containing the word *fewer*.

Make three sentences of your own containing the word *less*.

CHOICE OF WORDS

I. Great care should be taken in the use of the following words: *to, at, for, with, from, by, into, between, among, on.*

1. Say: "John was not *at* home."
Don't say: "John was not *to* home."
2. Say: "Florida is very different *from* Alaska."
Don't say: "Florida is very different *to* Alaska."
3. Say: "The beggar was in want *of* food."
Don't say: "The beggar was in want *for* food."
4. Say: "The parade was followed *by* a crowd of boys."
Don't say: "The parade was followed *with* a crowd of boys."
5. Say: "He fell from the bridge *into* the water."
Don't say: "He fell from the bridge *in* the water."
6. Say: "Mary has a close resemblance *to* her mother."
Don't say: "Mary has a close resemblance *of* her mother."
7. Say: "He divided his money *among* his three sons."
Don't say: "He divided his money *between* his three sons."
8. Say: "You can trust *in* him."
Don't say: "You can trust *on* him."

II. Copy the following sentences, supplying the proper words in the blank spaces:—

1. The Rhine is a very different river — the Amazon.
2. William went quietly — the house.
3. You can confide — his being on time.
4. The estate was divided — the three brothers.
5. Mr. Smith was in want — ready money.

III. Make sentences of your own containing:—

to	from	in	among
at	with	into	on
for	by	between	toward

"Write it on your heart that every day is the best day of the year."—R. W. EMERSON.

THE NOUN — POSSESSIVE CASE

A **noun** is a name.

A **common noun** is a name common to all of a class of individuals or objects.

A **proper noun** is the name of a particular individual or object. A proper noun should begin with a capital letter.

POSSESSIVE SINGULAR

A man's boots

A lily's stem

POSSESSIVE PLURAL

The men's boots

The lilies' stems

What is added to the nouns "man" and "lily" to form the possessive singular?

How is the possessive plural of the word "men" formed?

How is the possessive plural of the word "lilies" formed?

The possessive singular of nouns is formed by adding an apostrophe and *s* to the noun (*'s*); as, — John, John's.

When the plural of a noun does not end in *s*, its possessive is formed by adding an apostrophe and *s* (*'s*).

When the plural of a noun does end in *s*, its possessive is formed by simply annexing the apostrophe.

Write both the possessive singular and the possessive plural of the following nouns in sentences : —

parent

daisy

village

factory

ox

lady

bank

company

journey

Indian

clerk

afternoon

For dictation : —

"Every man's, and boy's, and girl's head carries snatches of his songs." — R. W. EMERSON.

"Wise men read very sharply all your private history in your look, and gait, and behavior." — R. W. EMERSON.

THE NOUN — POSSESSIVE CASE

- | | |
|-----------------------|-------------------------|
| 1. The man's hat. | The hat of the man. |
| 2. America's exports. | The exports of America. |
| 3. Franklin's wisdom. | The wisdom of Franklin. |

Does "The man's hat" express the same thing as "The hat of the man"? What do we call the group of words "of the man"?

"America's exports" is the same as what? How is the change made?

"Franklin's wisdom" is equivalent to what?

We see that a possessive noun is equivalent to a phrase introduced by the word "of."

Rewrite the following possessive nouns, using an equivalent phrase in place of each possessive noun : —

- | | |
|---------------------------|--------------------------|
| 1. England's history. | 7. The ship's sail. |
| 2. Lincoln's word. | 8. Webster's dictionary. |
| 3. The forest's trees. | 9. The nurse's care. |
| 4. The country's honor. | 10. John's character. |
| 5. The river's bank. | 11. The mountain's peak. |
| 6. Washington's monument. | 12. New York's police. |

Rewrite the following, using a possessive noun in place of each phrase introduced by "of."

- | | |
|------------------------------|--------------------------------|
| 1. The sound of the piano. | 7. The nest of the bird. |
| 2. The friends of his youth. | 8. The situation of the house. |
| 3. The horse of the doctor. | 9. The office of the lawyer. |
| 4. The wagon of the grocer. | 10. The speech of Henry Clay. |
| 5. The treason of Arnold. | 11. The rivers of France. |
| 6. The gold of California. | 12. The books of last year. |

For dictation : —

"Heaven is not reached by a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round."

— J. G. HOLLAND.

REVIEW

With what kind of a letter do we begin every sentence?

What punctuation mark do we put after a declarative sentence? after an interrogative sentence? after an imperative sentence? after an exclamatory sentence?

What are the two parts of a simple sentence?

What is the difference between the subject of a sentence and the predicate of a sentence?

WORDS OF LIKE SOUND

guilt, *crime*

gilt, *covered with gold*

sale, *the selling of a thing*

sail, *to run a boat*

sow, *to plant seed*

sew, *to join with thread*

steal, *to take by theft*

steel, *a metal*

there, *in that place*

their, *belonging to them*

hole, *an opening*

whole, *entire*

see, *to observe*

sea, *a body of water*

stake, *a post*

steak, *a piece of meat*

sun, *the heavenly body*

son, *a boy*

weight, *the heaviness of a thing*

wait, *to stay for*

Write the following, supplying any proper words to complete the meaning:—

1. John will go — Washington on Monday.
2. The load is — heavy for the horse.
3. The farmers will — wheat next month.
4. He will — the — spring.
5. William drove a — in the corner.
6. These are — books.
7. Mr. Cook will — for you till four o'clock.
8. Mr. Robinson was —.
9. The girl will — her dress.

THE PRONOUN

A **pronoun** is used in place of a noun.

I. A **personal pronoun** is one that represents a person, that is, the speaker, the one spoken to, or the one spoken of; as, —

I think that you will be successful.

“I” and “you” are personal pronouns.

Make sentences containing the following personal pronouns: *I, you, he, she, it, we, they, them.*

II. A **relative pronoun** is one that relates to some preceding word, and connects its clause with that word; as, —

Columbus, *who* discovered America, was born in Genoa.

The word “who” is a relative pronoun. It relates to “Columbus” and connects its clause, “who discovered America,” with “Columbus.”

Make sentences containing the following relative pronouns: *who, which, that.*

III. An **interrogative pronoun** is one with which a question is asked; as, —

Who invented the telegraph?

Make sentences containing the interrogative pronouns: *who, which, what.*

For dictation and study: —

“The quality of mercy is not strained;

It droppeth as the gentle rain from heaven

Upon the place beneath; it is twice blessed:

It blesseth him that gives, and him that takes.”

— WILLIAM SHAKESPEARE.

“Hear how the birds on every blooming spray,

With joyous music wake the dawning day!”

— ALEXANDER POPE.

TRANSITIVE AND INTRANSITIVE VERBS

1. The policeman caught the thief.
2. General Grant commanded the army.

In the first sentence the subject is "policeman." The verb is "caught." It asserts something of the subject. What does it assert? What did the policeman catch? The policeman caught the thief. The word "thief" is the **object** of the verb "caught."

In the second sentence what is the subject? the verb? the object of the verb?

Those verbs which take an object are **transitive verbs**; as, —

He read the newspaper.

A verb that does not take an object is an **intransitive verb**; as, —

The deer is running.

Copy the following sentences, and tell in each case whether the verb is transitive or intransitive: —

1. "A bullet kills a tyrant, but an idea kills tyranny."
— G. W. CURTIS.
2. "The hermit good lives in that wood
Which slopes down to the sea." — SAMUEL COLERIDGE.
3. "A tear stood in his bright blue eye." — H. W. LONGFELLOW.
4. The heavens declare the glory of God, and the firmament showeth his handiwork.
5. "The piper advanced and the children followed."

— ROBERT BROWNING.

Write sentences containing the following verbs, using each both transitively and intransitively: —

write	ride	sing	drive	see	strike
advance	fly	blew	read	jump	roll

"The world is so full of a number of things,
I'm sure we should all be as happy as kings."

— R. L. STEVENSON.

ACTIVE AND PASSIVE VERBS

I. In how many ways is each thought expressed in the two groups of sentences which follow?

1. Congress passed the bill.
The bill was passed by Congress.
2. Longfellow wrote the poem.
The poem was written by Longfellow.

The subject of a transitive verb may be represented as acting or as being acted upon.

When a transitive verb represents its subject as acting, the verb is said to be in the **active voice**; as, —

Whitney invented the cotton gin.

When a transitive verb represents its subject as being acted upon, the verb is in the **passive voice**; as, —

The cotton gin was invented by Whitney.

II. Copy the following sentences, and tell the voice of each: —

1. The silence of the night was broken by a shout.
2. A canoe was driven upon the beach by a stranger.
3. The picture attracted his attention immediately.
4. Longfellow wrote the poem "Evangeline."
5. The novel "Ivanhoe" was written by Sir Walter Scott.

Rewrite each of the five sentences, changing the voice of the verb from passive to active or from active to passive, as the case may be.

III. Make sentences containing the following verbs, and tell whether they are passive or active: —

build	promote	exist	shine	govern
groan	fade	determine	look	sign
shout	hurry	believe	invent	summon

VERBS OFTEN MISUSED

LAY AND LIE

Lay takes an object and is therefore a transitive verb. *Lie* does not take an object and is therefore an intransitive verb. *Lay* means to place, or to put; *lie* means to rest, or to remain.

PRESENT TIME	{	I <i>lay</i> the book on the table.
	{	The sick man <i>lies</i> in bed.
PAST TIME . .	{	I <i>laid</i> the book on the table.
	{	The sick man <i>lay</i> in bed.
PRESENT TIME	{	I am <i>laying</i> the book on the table.
	{	The sick man is <i>lying</i> in bed.
PERFECT . .	{	I have <i>laid</i> the book on the table.
	{	The sick man has <i>lain</i> in bed.

Copy the following sentences, filling the blanks with the proper form of *lay* or *lie* :—

1. John ——— abed yesterday till eight o'clock.
2. ——— your ruler on your desk.
3. The enemy have ——— in ambush two days.
4. They will ——— the corner stone to-morrow.
5. I prefer to ——— my money away for a rainy day.
6. William is ——— the carpet in the front room.
7. The hen has ——— two eggs.
8. The farm has ——— idle a long time.

Learn to spell the following words and use them in sentences :—

eight	fourteen	perform	merchant	generous
eleven	morning	interesting	vegetable	honest
thirteen	evening	important	secret	minute
potato	yesterday	fountain	emperor	railroad
teaspoon	beautiful	delicate	behavior	report
balcony	examine	foundation	explosion	offering

VERBS OFTEN MISUSED

SIT AND SET

PRESENT	{ The old man <i>sits</i> in the armchair.
	{ Mary <i>sets</i> the table.
PRESENT	{ The old man is <i>sitting</i> in the armchair.
	{ Mary is <i>setting</i> the table.
PAST	{ The old man <i>sat</i> in the armchair.
	{ Mary <i>set</i> the table.
PERFECT	{ The old man has <i>sat</i> in the armchair.
	{ Mary has <i>set</i> the table.

Sit is an intransitive verb. It does not take an object. It means to take a seat, to remain seated.

Set is a transitive verb. It takes an object. It means to put something in position.

Rewrite the following sentences, filling in the blanks with the proper forms of *sit* and *set*:—

1. Last night an owl — in the tree by my window.
2. A hen is — on a nest in the barn.
3. The gardener has — out some strawberry plants.
4. The doctor — the man's arm.
5. They have — under the tree all day.
6. He — down on the bench by the door.

For dictation:—

"A slender acquaintance with the world must convince every man that actions, not words, are the true criterion of the attachment of friends; and that the most liberal professions of good will are very far from being the surest marks of it."—GEORGE WASHINGTON.

"All-enduring cleanliness,
Virtue next to godliness,
Easiest, cheapest, needful'st duty,
To the body, health, and beauty;
Who that's human would refuse it,
When a little water does it?"

—CHARLES AND MARY LAMB.

VERBS OFTEN MISUSED

I. MAY AND CAN

May is used to express permission or possibility ; as, —

1. You *may* use my book if you will be careful of it.
2. I *may* have to go away to-morrow.

Can is used to denote power or ability to do a thing ;
as, —

He *can* speak German easily.

Copy the following sentences, using *may* or *can* in the blank spaces : —

1. John — become famous.
2. His horse — go fast enough.
3. You — take my bicycle, if you will bring it back in time.
4. When you have finished your work you — go home.

II. THINK, GUESS, EXPECT

To think is to reason ; as, —

I *think* he is dishonest.

To guess is to form an opinion at random ; as, —

Frank has *guessed* the answer to the riddle.

To expect means to look forward to ; as, —

I *expect* to meet my brother to-morrow morning.

Rewrite the following sentences, filling the blank spaces with the proper words : —

1. — what I found in the attic.
2. Do you — a large number of your friends ?
3. Do you — there will be many at the lecture ?
4. He wants to — it over.
5. He — to be promoted next January.
6. I can't — what there is in that bundle.
7. Do you — Abraham Lincoln would do that ?

VERBS OFTEN MISUSED

I. STOP AND STAY

Stop means to cease moving; as, —

The carriage *stopped* before the house.

Stay means to remain in one place; as, —

He *stayed* in England a year.

Rewrite the following sentences, filling the blanks with the proper form of stop or stay:—

1. The army — to drink at the river.
2. What hotel did you — at?
3. Mr. Gray will — at our house.
4. My father and mother are — at the seashore.
5. Please ask the conductor to — the car.
6. The army — in camp during the winter.

II. TEACH AND LEARN

Teach means to show how, to give instruction; as, —

The sergeant *taught* him the manual of arms.

Learn means to gain knowledge, to receive instruction;

as, —

He *learned* how to make a rope.

Rewrite the following sentences, filling the blanks with the proper form of teach or learn:—

1. The schoolmaster — the boy to read.
2. It is difficult to — to speak French.
3. He should be — to control his temper.
4. Take my yoke upon you and — of me.
5. Will you — me how to sail a boat?
6. Every one should be — politeness.

Make three sentences containing the word *learn*.

Make three sentences containing the word *teach*.

VERBS OFTEN MISUSED

SHALL AND WILL

Care should be taken to use *shall* and *will* correctly. Many people frequently use one when they ought to use the other.

1. I *will* go. I *shall* go.

Here *will* shows that it is my wish, my intention, to go. Here *shall* indicates a mere statement of fact.

2. You, he, or she, *will* find him at work.

Here *will* indicates a mere statement of fact.

You, he, or she, *shall* find him at work.

Here *shall* indicates a promise or a threat.

When *I* or *we* is the subject, *shall* merely indicates the statement of a fact, while *will* involves a threat or a promise. When *you*, *he*, *she*, or *it* is the subject, *shall* involves a threat or a promise, while *will* merely indicates the statement of a fact.

Rewrite the following sentences, filling the blanks with the proper words (*shall* or *will*): —

1. I — go to the city to-morrow, because I have made an engagement with my brother.

2. I — pay my debts, no matter how hard I may be obliged to work.

3. We — retaliate, if injured.

4. You — give us back our property.

5. My employer — raise my salary.

6. He — do his duty by us, or we — punish him.

7. It — be a cold day to-morrow.

8. — she keep her promise?

9. — we go driving this afternoon?

10. We — be there to meet you.

11. I — entertain my friends on my birthday.

KINDS OF ADJECTIVES

“The riches of the Commonwealth
Are *free*, *strong* minds, and hearts of health;
And more to her than gold or grain,
The *cunning* hand and *cultured* brain.” — J. G. WHITTIER.

In the sentence above, the words “free,” “strong,” “cunning,” and “cultured” are adjectives. Each adjective modifies a noun. What does “free” modify? “strong”? “cunning”? “cultured”?

I. **Descriptive adjectives** describe or qualify a noun. “Free” and “strong” are descriptive adjectives.

Write sentences containing the following descriptive adjectives:—

ancient	solemn	blazing	strange	last
distant	earnest	honorable	generous	religious

II. Some adjectives **limit** the meanings of nouns.

Write sentences containing the following limiting adjectives:—

fifteenth	twelve	each	every	any
few	this	that	these	twentieth

III. **Proper adjectives** are formed from proper names. They begin with capital letters.

Write the following proper adjectives in sentences:—

American	English	Spanish	Cuban	Porto Rican
Philippine	French	Hawaiian	Japanese	Russian

Pick out the adjectives in the following dictation exercise:—

“Hancock’s character was not of ordinary mold. His was a noble nature, one that sympathized with all grades of men. His love of liberty was enthusiastic, and he expressed it in language bold, eloquent, and convincing.” — FREEMAN HUNT.

THE CORRECT USE OF CERTAIN ADJECTIVES

Rewrite the following sentences, inserting the proper word in each blank : —

I. *cunning, sly, skillful, attractive.*

1. He was a — little fellow.
2. The fox is a — animal.
3. The sculptor has a — hand.
4. The girl had a very — face.

Make two sentences containing *cunning* and two sentences containing *attractive*.

II. *dumb, mute ; stupid, slow in learning ; dull, blunt.*

1. He was so — that he could not learn to read.
2. Men should be kind to — animals.
3. The ax was so — that he could not cut the tree down.
4. He was — with fright.

Make two sentences containing *dumb*, two containing *stupid*, and two containing *dull*.

III. *mad, insane ; angry, vexed.*

1. The bite of a — dog is poisonous.
2. When reprimanded for his error he became —.
3. He was — at the delay.

Make four sentences containing *angry* and *mad*.

IV. For dictation : —

“Tyranny is a poor provider. It knows neither how to accumulate nor how to extract.” — EDMUND BURKE.

“The soft blue sky did never melt
Into his heart ; he never felt
The witchery of the soft blue sky !”

— WILLIAM WORDSWORTH.

Learn to spell and use in sentences : —

tyranny
provider

accumulate
extract

neither
nor

capacity
whence

WORDS OF LIKE SOUND

ate, <i>did eat</i>	canvas, <i>a kind of cloth</i>
eight, <i>a number</i>	canvass, <i>to solicit</i>
hire, <i>to employ for pay</i>	lessen, <i>to make smaller</i>
higher, <i>more elevated</i>	lesson, <i>a task</i>
past, <i>beyond</i>	principle, <i>rule of action</i>
passed, <i>went by</i>	principal, <i>chief</i>
quire, <i>twenty-four sheets</i>	way, <i>passage</i>
choir, <i>some singers</i>	weigh, <i>to find the weight of</i>
wrap, <i>to cover</i>	wrung, <i>twisted</i>
rap, <i>to knock</i>	rung, <i>did ring</i>

Write the following sentences, supplying the proper words : —

1. She — herself up in her shawl.
2. Mr. Green agreed to — the books.
3. He wants to — a butcher.
4. Last Sunday the — sang beautifully.
5. William has — the bell.
6. The grocer will — the tea.
7. It was — four o'clock when he — by.
8. He — his dinner in silence.
9. You have prepared your — well to-day.
10. He was the — man of the town.

Make sentences of your own for each of the above twenty words.

For dictation : —

“Pale is the February sky,
 And brief the midday's sunny hours;
 The wind-swept forest seems to sigh
 For the sweet time of leaves and flowers.
 — W. C. BRYANT.

THE PHRASE AND THE CLAUSE

Copy the following sentences and pick out the phrases : —

1. The war being over, the soldiers came home.
2. John has no money to lend.

A **phrase** is a group of words not containing a verb but used as a single modifier.

The phrases in each of the above sentences may be changed to clauses.

1. When the war was over, the soldiers came home.
2. John has no money that he can lend.

Notice that the sentences have exactly the same meaning as they did before. In each sentence, a phrase has been changed into a subordinate clause.

Copy the following sentences, changing a phrase in each into a subordinate clause : —

1. Approaching the woods, we heard the leaves rustle.
2. On waking he found himself in a strange room.
3. Many, conquering their anger, cannot conquer their pride.
4. The busy man has no time to waste.
5. The sun is so warm as to melt the snow.
6. I shall be glad to hear of your recovery.
7. Pursuing pleasure only, a man loses all.
8. He decided that he would return and do better.

For dictation and study : —

“Breathes there the man with soul so dead
Who never to himself hath said,
This is my own, my native land?” — SCOTT.

“Announced by all the trumpets of the sky
Arrives the snow; and driving o’er the fields,
Seems nowhere to alight; the whited air
Hides hills and woods, the river and the heaven,
And veils the farmhouse at the garden’s end.”

— R. W. EMERSON.

LETTERS

Every letter has four parts : the heading, the salutation, the body, and the conclusion.

I. The **heading** tells when and where the letter is written.

II. The **salutation** consists of the opening words of greeting.

III. The **body** of the letter contains what you wish to say to the person to whom the letter is written.

IV. The **conclusion** consists of the closing words of respect or affection, and the name of the writer.

1. Write a letter to John Wanamaker, Broadway, New York, applying for a position either as clerk, bookkeeper, cashgirl, or errand boy.

2. Imagine that you are away from home. Write a telegram consisting of not more than ten words to your father or to some friend, saying that you will return to-morrow.

3. Suppose that you have lost your pocketbook. Write to some newspaper a letter containing a notice of your loss and the promise of a reward to the person who returns it.

4. Write out the names and addresses of two business houses as you would write them for the superscription of envelopes. Do the same with the names and addresses of two of your friends.

5. Write a letter to your mother, telling her what you have done in school to-day.

6. Write a letter to your teacher, describing carefully some bird you have seen or read about. Write so that your teacher will recognize the bird you have described.

CAPITAL LETTERS

(Review p. 23)

1. Adjectives derived from proper names should begin with capital letters ; as, Spanish.

2. Titles, when applied to an individual or used as a part of a name, should begin with capital letters ; as, —

The President of the United States.

3. The names of the months and the days of the week should begin with capital letters ; as, Sunday.

4. The first word in a direct quotation (see p. 79) should begin with a capital letter ; as, —

John replied, "Honesty counts."

I. Write sentences containing these common nouns : —

commander	security	dignity	loyalty	decision
president	patriot	poverty	relief	approval

II. Write sentences containing these proper nouns : —

Spain Cuba Porto Rico Russia India Germany France

III. Write sentences containing the following : —

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	January
February	September	October	August
April	November	December	Thursday

IV. Write sentences containing the following : —

President Roosevelt Mayor Low Governor Odell

V. Write two sentences containing direct quotations.

VI. Correct the following sentences : —

1. next monday and tuesday the anderson auction company will sell the stock of smith brothers of new york city at a public sale.

2. gen. grant said, "i will fight it out on these lines if it takes all summer."

3. the united states bought the philippine islands from spain.

PUNCTUATION

THE SEMICOLON

1. The members of a compound sentence, when slightly connected or themselves divided by the comma, are separated by the **semicolon** (;).

2. Serial phrases or clauses having a common dependence on something that precedes or follows, are separated by semicolons.

3. The semicolon is used before *as, to wit, thus, namely*. Study the use of the semicolon. For dictation: —

“As for jest, there be certain things which ought to be privileged from it; namely, religion, matters of state, great persons, any man’s present business of importance, any case that deserveth pity.” — FRANCIS BACON.

THE COLON

1. Place the **colon** (:) between the parts of a sentence when the parts themselves are divided by the semicolon.

2. Place the colon before a quotation or an explanation of the preceding part of the sentence.

“Homer was the greater genius, Vergil, the better artist: in the one we most admire the man; in the other, the work.” — ALEXANDER POPE.

Review pp. 6, 23, 37, 38.

Rewrite the following, punctuating correctly: —

gratiano then said that he loved the fair nerissa she had promised to be his wife, if her lady married bassanio portia asked nerissa if this was true nerissa replied, madam, it is so if you approve of it portia willingly consented thereupon bassanio said pleasantly, then our wedding feast shall be much honored by your marriage, gratiano the happiness of these lovers was sadly crossed at this moment by the entrance of a messenger he brought a letter from antonio it contained fearful tidings bassanio read the letter portia feared that it was of the death of a friend, he looked so pale when he read it.

NOUNS — GENDER

Gender is that modification of the noun or of the pronoun that denotes sex. The **masculine** gender denotes the male sex. The **feminine** gender denotes the female sex. The **neuter** gender denotes neither sex.

The masculine gender is distinguished from the feminine in three ways: —

I. By a difference in the ending of the words.

Form the feminine of each of the following masculine nouns by adding *ess*: —

baron	patron	host	giant
heir	count	poet	lion

Learn to use these forms: —

abbot	negro	emperor	master
abbess	negress	empress	mistress

Such words as “author” and “editor” are now used to denote persons of either sex. Name five nouns ending in *er* or *or* that may be applied to either sex.

II. By different words in the compound names.

Learn the following forms: —

Englishman	landlord	grandfather	manservant
Englishwoman	landlady	grandmother	maidservant

III. By words wholly different.

Learn the following forms: —

bachelor	monk	drake	nephew	earl	sir
maid	nun	duck	niece	countess	madam

The pronoun has three gender forms, — masculine *he*, feminine *she*, and neuter *it*.

Write in sentences the nouns on this page.

ADJECTIVES — COMPARISON

1. Frank is *tall*.
2. Frank is *taller* than Tom.
3. Frank is the *tallest* boy in the school.

In these sentences we see that the same adjective appears in three different forms, — *tall, taller, tallest*.

There is a difference in the meaning of each sentence. In the first sentence we merely say that Frank is *tall*, and do not compare his tallness with that of any one else. This is called the **positive degree** of comparison.

In the second sentence we compare Frank's tallness with that of Tom and say that he is *taller* than Tom. This is called the **comparative degree** of comparison.

In the third sentence we go still farther. We use the strongest form we can to express his tallness. We say that he is the *tallest*. This is called the **superlative degree** of comparison.

Other examples of the comparison of adjectives are : —

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
strong	stronger	strongest
quick	quicker	quickest
clear	clearer	clearest

Write sentences containing the following adjectives
 (1) in the positive degree ; (2) in the comparative degree ;
 (3) in the superlative degree : —

fast	high	merry	manly
pure	large	short	noble
low	cross	hungry	severe
clumsy	deep	quiet	handsome

Write in the name of your class a formal note inviting your principal to attend some special exercises to be held in your classroom. Write the address properly.

REGULAR AND IRREGULAR VERBS

Tell how the past tenses of the following verbs are formed : —

PRESENT	PAST	PERF. PART.	PRESENT	PAST	PERF. PART.
live	lived	lived	see	saw	seen
move	moved	moved	give	gave	given
need	needed	needed	fall	fell	fallen

A verb that forms its past tenses by adding *ed* or *d* to the present is a **regular verb** ; as, —

live lived lived

A verb that does not form its past tenses by adding *ed* or *d* to the present is an **irregular verb** ; as, —

see saw seen

Point out the verbs in the following sentences and tell which are regular and which irregular : —

1. The policemen rode on black horses.
2. I allowed him to try it.
3. He went to the city to select some horses.
4. Frank sat down and began to read a book.
5. Will you tell me why you did it ?
6. They carried the canoe around the falls.
7. They have lived in this country many years.

Learn the principal parts of the following verbs, and then write each in a sentence : —

PRESENT	PAST	PERF. PART.	PRESENT	PAST	PERF. PART.
go	went	gone	draw	drew	drawn
rise	rose	risen	drive	drove	driven
break	broke	broken	eat	ate	eaten
buy	bought	bought	swim	swam	swum
lose	lost	lost	win	won	won
seek	sought	sought	wind	wound	wound
hold	held	held	sting	stung	stung

REGULAR AND IRREGULAR VERBS

How are the past tenses of the following verbs formed?

PRESENT	PAST	PERF. PART.	PRESENT	PAST	PERF. PART.
vex	vexed	vexed	fight	fought	fought
sharpen	sharpened	sharpened	see	saw	seen
like	liked	liked	write	wrote	written

The verbs in the first column are regular and those in the second column, irregular.

The principal parts of a verb are the present tense, past tense, and perfect participle. From these three parts all the tenses of the verb may be found.

PRESENT	PAST	PERF. PART.	PRESENT	PAST	PERF. PART.
arise	arose	arisen	begin	began	begun
bend	bent	bent	bind	bound	bound
break	broke	broken	forget	forgot	forgotten
give	gave	given	go	went	gone
come	came	come	do	did	done
drive	drove	driven	lie	lay	lain
see	saw	seen	teach	taught	taught

Use each of the above fourteen irregular verbs in six different sentences, using each verb in its six different tenses, — present, past, future, present perfect, past perfect, and future perfect.

For dictation : —

“ Full knee-deep lies the winter snow,
 And the winter winds are wearily sighing : —
 Toll ye the church bell sad and slow,
 And tread softly and speak low,
 For the old year lies a-dying.
 Old year, you must not die;
 You came to us so readily,
 You lived with us so steadily,
 Old year, you shall not die.”

— ALFRED TENNYSON.

COMPARISON OF ADVERBS

An **adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

The soldiers marched slowly.

Some adverbs may be **compared** like adjectives and in the same ways.

I. By adding *er* and *est*.

POSITIVE	COMPARATIVE	SUPERLATIVE
fast	faster	fastest
late	later	latest

II. By the use of the adverbs *more* and *most* and *less* and *least*.

POSITIVE	COMPARATIVE	SUPERLATIVE
carefully	more carefully	most carefully
hopefully	more hopefully	most hopefully
critically	less critically	least critically

III. A few adverbs are compared irregularly.

POSITIVE	COMPARATIVE	SUPERLATIVE
much	more	most
little	less	least
bad	worse	worst
well	better	best
far	farther	farthest
near	nearer	nearest, next

Write each of the following adverbs in three sentences, using it in its three forms : —

distinctly	long	silently	much	soon
well	far	carefully	bad	hatefully
loudly	slowly	truly	cheaply	little
swiftly	often	solemnly	quickly	early
scornfully	surely	painfully	late	near

THE ARTICLE

The adjectives *the*, *an*, and *a* are called **articles**. *The* is called the definite article because it points out some particular thing, things, or class of things ; as, —

The soldiers were victorious in battle.

An or *a* is called the indefinite article, because it points out any one of a class ; as, —

A dog is an intelligent animal.

An and *a* have the same meaning. Yet there is a difference in their use. *An* is used before a word beginning with a vowel sound, *a*, *e*, *i*, *o*, or *u*. *A* is used before a word beginning with a consonant sound.

Write the following sentences, supplying the proper form of the indefinite article : —

1. Agriculture is — honorable vocation.
2. Rip was — universal favorite in the town.
3. Agassiz was — authority on animal life.
4. The regiment consisted of — thousand men.

THE INTERJECTION

Hush ! I think I hear some one coming.

In this sentence, “hush” has no grammatical connection with the other words. “Hush” is an interjection. An **interjection** is a word used to show sudden or intense feeling.

Write sentences containing the following interjections : —

whew
alas

hurrah
hark

pshaw
ho

fudge
ah

alas
heigh-ho

THE PREPOSITION

In the following sentences, point out the words that join nouns or pronouns to other words: —

1. They walked up the street.
2. The clock in the steeple struck five.
3. No one spoke to her.

A word used with a noun or a pronoun to show its relation to some other word in the sentence is called a **preposition**; as, —

The kite fell to the ground.

In this sentence, the preposition “to” shows the relation of the noun “ground” to the verb “fell.” A preposition usually connects a noun to —

- (1) A verb; as, “He lived near the river.”
- (2) An adjective; as, “They are ready for battle.”
- (3) A noun; as, “The woman carried a bundle of sticks.”

Mention the prepositions in the following sentences, and tell between what words each shows a relation: —

1. A pretty little girl sat under a tree.
2. At noon we shall have our lunch.
3. They were eager for the contest.
4. It is interesting to study the habits of the birds.
5. We stepped into the boat.
6. I see the lights of the village in the distance.

I. Write five sentences, each containing a preposition expressing a relation between a noun and a verb.

II. Write five sentences, each containing a preposition expressing the relation between two nouns.

III. Write three sentences, each containing a preposition expressing a relation between an adjective and a noun.

THE PREPOSITION

Certain words and phrases are followed by special prepositions:—

Correspond with (a person)	Agree to (a thing proposed)
Correspond to (a thing)	Agree with (a person)
Need of	Accuse of
Different from	Complain of
Taste for	Deprive of
Matter with	Opposition to
Prevent from	Angry with
Comply with	Similar to

Copy the following sentences, filling the blanks with suitable prepositions:—

1. I should like to correspond — you about it.
2. Is my book different — yours? No, it is similar — it.
3. Will you agree — this proposal?
4. How can we prevent him — being elected?
5. She feels the need — rest.
6. Every one should have a taste — good literature.
7. We must comply — the regulations of the club.
8. The citizen must not be deprived — his rights.
9. The stranger was accused — the theft.
10. His opposition — the bill prevented its passage.
11. What is the matter — the dog?
12. I am sorry that you do not agree — me.
13. We should not complain — our fortunes.
14. He was very angry — them for it.

Write sentences of your own, using each of the following prepositions in a sentence:—

after	on	around	over	from
at	with	beneath	until	near
by	above	between	without	up
for	against	beyond	during	down
of	among	toward	except	into
in	to	before	below	beside

THE CONJUNCTION

The **conjunction** connects words, phrases, clauses, and sentences. It is not like the preposition, which always connects a noun or a pronoun with the word to which it relates. A conjunction does not express any idea of its own, but helps to make clear the *connection* between ideas expressed by other words. Its use may be seen in the following sentences: —

Have you seen Frank *and* Tom this morning?

Is New York *or* Philadelphia the larger city?

I should like to buy the horse, *but* I have not got the money.

I will go with you *if* I can.

The men struck *because* they had not been paid.

The thief snatched the money *and* ran away.

The italicized words in these sentences are conjunctions. They are all alike in one respect — they are connectives.

Conjunctions connect words or groups of words.

Make sentences containing: —

1. Two nouns connected by *and*; by *or*.
2. A noun and a pronoun connected by *and*; by *or*.
3. Two adjectives connected by *and*; by *or*.
4. Two adverbs connected by *and*; by *or*.
5. Two verbs connected by *and*; by *or*.
6. *Neither* — *nor*, connecting nouns.
7. *Neither* — *nor*, connecting pronouns.
8. *Neither* — *nor*, connecting adjectives.
9. *Neither* — *nor*, connecting adverbs.
10. *Neither* — *nor*, connecting verbs.
- 11-15. *Either* — *or*, used like *neither* — *nor*, in 6-10.

Write sentences showing in connection with what animals each of the following terms is used: —

herd
flock
swarm

covey
community
bevy

school
drove
pack

brace
brood
flight

THE PRONOUN—NOMINATIVE AND OBJECTIVE CASES

I am your son.

He will help.

We are Americans.

She is sewing.

It is a fine day.

They will be here soon.

A pronoun that is the subject of a verb is in the **nominative case**. In the sentences above, the pronouns *I*, *we*, *it*, *he*, *she*, and *they* are the subjects of verbs and are in the nominative case.

He struck *me*.

I see *her*.

The laws protect *you*.

The man praised *us*.

I will teach *him*.

Can you see *them*?

A pronoun that is the object of a verb or of a preposition is in the **objective case**. In the sentences above, the pronouns *me*, *you*, *him*, *her*, *us*, and *them* are all objects of verbs and are in the objective case.

NOMINATIVE	OBJECTIVE	NOMINATIVE	OBJECTIVE
I	me	she	her
thou	thee	it	it
you	you	we	us
he	him	they	them

Rewrite the following sentences, filling in the blank spaces with suitable pronouns :—

1. Mr. Smith will give the money to — and —.
2. — will bring their books to the meeting.
3. If you will give — five cents, they will take — picture.
4. — gave his money to the poor.
5. He became angry and said that — would not do it even if every one were against —.
6. —, who am your chief, command —.
7. Did — find the knife which was lost?
8. — saw him as — passed by my door.
9. — bought herself a new dress.
10. The dog saw the men and chased — away.

COMMON ERRORS IN SPEAKING

When we listen carefully to those speaking to us, we frequently notice certain errors of speech. Indeed, we may find some of these errors in our own language, if we watch carefully what we ourselves say. These errors may be easily corrected, and the proper expressions may be put in their places if only a little care is taken. The following are a few of the more common errors that are especially to be avoided. The correct form is given in the left-hand column, while the incorrect form, which unfortunately is heard so often, is given in the right-hand column.

CORRECT	INCORRECT
He doesn't.	He don't.
I am not going.	I ain't going.
We are not going.	We ain't going.
I saw him do it.	I seen him do it.
I did it myself.	I done it myself.
He and I went home.	Him and I went home.
Whom did you see?	Who did you see?
When I met him, he said I looked well.	When I met him, he says I looked well.

Rewrite the following sentences, filling the blanks with suitable words: —

1. I — the thief running down a side street.
2. — do you see?
3. I — — waiting for any one.
4. He — know what to do about it.
5. I — the work myself.
6. — and I came out of the meeting together.
7. We — — looking for anything in particular.
8. He — that he — the soldiers marching down the street.
9. With — were you walking?
10. — and — went to Albany yesterday.

QUOTATIONS

In a **direct quotation**, the words of another are repeated exactly as he wrote or spoke them. Direct quotations are usually indicated by being inclosed in quotation marks. They always begin with a capital letter ; as, —

He said, "There is no danger."

My friend writes, "I shall return home this winter."

"I must hurry if I am to be on time," said the boy.

In an **indirect quotation**, the words of another are repeated in a slightly different form. The direct quotations above may be changed to indirect quotations ; as, —

He said that there was no danger.

My friend writes that he will return home this winter.

The boy said that he must hurry.

Indirect quotations begin with a small letter. They have no quotation marks.

Change the following direct quotations to indirect quotations : —

1. The gardener said, "This tree is too old to bear fruit."
2. She said, "The United States bought Louisiana from France."
3. My cousin wrote, "You must visit the pyramids."
4. William said, "I am stronger than you are."
5. The fox thought, "The goose is fat and tender."
6. His mother said, "Finish your lessons before you go out."

Change the following indirect quotations to direct quotations : —

1. The landlord told his tenant that he must pay the rent.
2. The captain told his soldiers to follow him as fast as they could.
3. His employer told him that if he worked well his salary would be increased.
4. Mr. Smith thought that the house would make a very profitable investment.

DESCRIPTION

A **description** of a thing gives its appearance and its qualities. A description is a picture made by means of language. What picture do you get from the following description?

"Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt; for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decided mouth, a comical nose, and sharp gray eyes, which appeared to see everything, and were by turns fierce, funny, or thoughtful. Her long, thick hair was her one beauty; but it was usually bundled into a net to be out of her way. Round shoulders had Jo, big hands and feet, a fly-away look to her clothes, and the uncomfortable appearance of a girl who was rapidly shooting up into a woman and didn't like it."

From "Little Women," by LOUISA M. ALCOTT. Little, Brown & Company.

Have you now a pretty good idea of what kind of girl Jo was? What points does Miss Alcott mention in giving a description of Jo? When we write a description of a thing, we must first carefully select the point about which we will write.

1. Make a list of the points you would write about in describing the outside of the house in which you live; the view from your room window; a trolley car; a city square; a horse.
2. Bring to the class descriptions found in your reading of a person; a place; an object.
3. Write descriptions of several different members of your family.
4. Describe a scene in a factory.
5. Describe a crowded city street.
6. Describe a quiet scene in the country.

EXPOSITION

By **exposition**, we mean explanation. To write an exposition of the steam engine is to explain the steam engine; that is, to tell how it is constructed, the principle on which it works, and the way it is operated. In short, we must make everything about the engine perfectly plain, so that any one who may read what we have written will understand it thoroughly.

1. Explain what is meant by the statement, "Evil to him who evil thinks."

2. Explain how the game of baseball is played.

3. Explain the method of voting at the polls.

4. Explain to a foreigner what is meant by the term, "North American Indian."

5. Explain to an Englishman what the Democratic (or Republican) Party is.

6. Suppose a friend of yours who has never been to a football game should ask you to tell him what a touch-down is. Explain it to him.

7. Tell what is meant by each of the following sentences : —

To be prepared for war is one of the effectual means of preserving peace.

People who live in glass houses should not throw stones.

Blessings are upon the head of the just; but righteousness delivereth from death.

8. If you have a camera, explain how a picture is made, so that a person who has never taken a picture may understand the process. Write out your explanation. Now suppose that a friend of yours has just bought a camera exactly like your own. Carefully explain its use to him.

NARRATION

By **narration**, we mean story-telling. The word "story" is a short form of the word "history." To tell a series of connected events so that the reader will have a true idea of them is not an easy matter, whether it be concerning the life of a nation covering hundreds of years or the facts attending a runaway accident.

1. Write an account of some bird that nests in your locality. Tell whether the bird is there all the year or not. Tell the time of nesting and what sort of a nest the bird makes. Describe the young birds, and mention any other facts you happen to know.

2. Write a story suggested by the words, "They all tumbled into the water."

3. Imagine a group of members of the Salvation Army on the corner of a crowded street. Tell what they do, how the crowd gathers round them, what is said, how the people are affected, how at last they march off down the street.

4. Some boys go in swimming from a wharf. A policeman stands on the wharf near their clothes, waiting for them to come out. Write the story suggested by these facts.

5. Tell the story of the auction of a house. Tell why the house was sold, who the auctioneer was, what kind of people were there, who the highest bidder was.

6. Write a brief account of an exciting event on the school grounds or on the street, using fictitious names. Then tell what led up to it and what followed it. Look over what you have written, and rearrange it according to the order in which the various events took place.

ARGUMENTATION

By **argumentation**, we prove that any given statement is either true or false. An argument is a series of facts brought forth to prove some other fact. For example, the fact that George Washington succeeded in defeating the British may be brought forth to prove the fact that George Washington was an able commander.

Arguments are of three kinds :—

I. **Cause and effect.** The fact that a man's past life furnishes a record of dishonesty is proof that he is not to be trusted.

II. **Signs.** Blood stains upon the clothing of a man accused of murder are signs of his guilt.

III. **Examples.** The power of examples as proofs is to be found in the principle that what has once happened under certain conditions will happen again under the same conditions.

Write a proof of the following proposition :—

Chinamen should not be admitted to this country.

First define the terms of the proposition. Then think of all the reasons you can, whether arguments from cause to effect, signs, or examples. Arrange them in that order in which you wish to write about them. Write a paragraph on each reason. For your conclusion write a summary of the whole.

Additional propositions for proof :—

A man who cannot read and write English should not be allowed to vote.

The practice of betting is wrong.

Boating is a dangerous pleasure.

Every boy should have a high school education.

It is a good habit to deposit money in the savings bank.

LETTERS

1. You have read a certain book, but do not remember the name of it. The author's name, however, you do remember. Write to Marshall Field & Co., Chicago, Ill., asking them to tell you what the title of the book is. Of course, you must give in your letter such a description of the book that they will know what it is.

2. Write a brief item for a local paper, announcing a lecture to be given for the benefit of the school library fund. Tell who the lecturer is and what the title of his lecture is. State the date and the place. Invite every one to come.

3. Write a letter to a friend of yours in South America. Suppose that he has never seen any snow. Tell him about it, how cold it has to be before there will be a snowstorm, the appearance after the storm, the pleasures that are to be enjoyed from it, such as coasting and tobogganing, and any things that you think might interest him.

4. Write a formal letter, inviting your friends to spend the evening at your home for the purpose of meeting your sister who is visiting you.

5. Write a letter to Gimbel Brothers, Philadelphia, Pa., applying for a position as clerk in their department store. Tell what positions you have occupied and what qualifications you possess that fit you for the work. Give references.

6. Write a letter to the Board of Education, New York City, N.Y., applying for a position as stenographer.

7. Write a letter, inclosing \$4 to Harper & Bros., Franklin Square, New York City, for a subscription for one year to *Harper's Monthly*.

ADVERTISEMENTS

In writing advertisements, one should keep in mind two facts, — that the space costs money, and that one should tell enough to arouse interest in the reader. There are two kinds of advertisements: one, straightforward, in ordinary type; the other, in large or display type.

SITUATIONS WANTED, HELP WANTED, FOR SALE, BUSINESS CHANCES, and similar advertisements are usually printed in ordinary type. For example:—

MACHINIST, thirty-two years old, German, with wife and children, strong, competent, good references, desires work in a country town. J. L., Box 190, Press Downtown Office.

1. Get newspapers and select by critical choice the best and the worst advertisements.
2. Rewrite the worst advertisements, to make them good.
3. Write several kinds of advertisements.

Display advertisements require much practice and skill. This is a sample circular or handbill for a small, new neighborhood variety store:—

JUST OPENED

BEST GOODS

RIGHT PRICES

168 Warren Street

168 Warren Street

168 Warren Street

15c. Clean, Fine Letter Paper and Envelopes. Box, only 15c.

10c. White Hair Combs. 10c. White Hair Combs. 10c.

TRY OUR CASTILE SOAP

Ask for what you don't see. We mean to please you.

COME ONCE
COME AGAIN
COME OFTEN

THE NOVELTY STORE

168 Warren Street

THE NOVELTY STORE

168 Warren Street

THE POSITION OF MODIFIERS IN THE SENTENCE

By putting the modifiers in a sentence in the wrong positions, a wrong idea is often given.

“Lost: an umbrella by a gentleman with a carved head.”

Obviously, the umbrella has the carved head, not the gentleman. This error consists in putting the modifier, “with a carved head,” in the wrong position in the sentence. This modifier should be put after the word it modifies; namely, umbrella. The notice would then read:—

“Lost: by a gentleman, an umbrella with a carved head.”

Put modifiers near the words they modify.

The order of the words in the following sentences is incorrect. Rewrite them, making the proper changes:—

1. I hardly ever remember to have seen such a large ship.
2. After a short time William set out with his friend, and they finished the work he had begun in about ten minutes.
3. Wanted: a man to take care of a garden that does not stay out late at night.
4. The aquatic animals have no internal skeleton known as the Crustacea.
5. He never remembers to have done it.
6. Last night I saw a great number of men go by sitting on my front porch.
7. Mr. Johnstone rode a very fast horse when sixty years old.
8. For sale: a piano by a man with excellent tone who wishes to sell cheap.
9. He said in five minutes that he would prepare everything that was needed for setting out.
10. He said at twelve o'clock that he would be here, but that hour has passed.
11. James only said that he would be gone five minutes.

THE CHOICE OF WORDS

There is a story told of a business man who remarked to his wife, — “I received an unexpected draft of eight hundred dollars to-day and accepted it.” His wife, mistaking this draft for a check, exclaimed with joy, “Oh now we can buy our piano!”

Such mistakes about the meanings of words are common enough.

A *draft* when accepted is a credit or asset to the drawer; a debit or expense to the drawee.

A *check* is a credit or asset to the payee; a debit or expense to the payer.

Among other instances of terms confused are these: —

Character means what one really is.

Reputation means what others think and say one is.

Accept means to receive.

Except means to exclude.

Council means a body of men who think and deliberate together.

Counsel means (1) advice given or (2) the man who gives the advice.

Receipt means (1) an acknowledgment of money or goods paid, or (2) arrival and acceptance of articles.

Recipe means a plan of making something, as in cookery.

Learn means to gain knowledge.

Teach means to impart knowledge.

Alley is a narrow passage, a lane.

Ally is a friend, a helper.

Make sentences to show the use of these and similar words. Consult a dictionary for likenesses and contrasts of words. Words alike in *meaning* are called “synonyms.” In only a few cases, however, do any two words have exactly the same meanings. For example: distinguish between (1) *health* and *strength*; (2) *wealth* and *property*.

SENTENCE ORDER

The usual order of the sentence is, first, the subject together with its modifiers and, secondly, the verb together with its modifiers. The inverted order is that in which some or all of the modifiers of the verb come before the subject.

Compare the following sentences : —

INVERTED ORDER

Sacrifice and offering thou didst not desire ; mine ears hast thou opened ; burnt offering and sin offering hast thou not required.

More to be desired are they than gold, yea, than much fine gold.

USUAL ORDER

Thou didst not desire sacrifice and offering ; thou hast opened mine ears ; thou hast not required burnt offering and sin offering.

They are more to be desired than gold, yea, than much fine gold.

Arrange the following sentences in the usual order : —

1. Flashed all their sabers bare.
2. Wide is the gate and broad is the way.
3. As smoke is driven away, so drive them away ; as wax melteth before the fire, so let the wicked perish at the presence of God.
4. As far as the east is from the west, so far hath he removed our transgressions from us.
5. As a flower of the field, so he flourisheth.
6. Blessed is he that cometh in the name of the Lord.
7. Blessed are they that dwell in thy house.
8. Moreover by them is thy servant warned.

For dictation : —

“ We sit in the warm shade and feel right well
 How the sap creeps up and the blossoms swell ;
 We may shut our eyes, but we cannot help knowing
 That skies are clear and grass is growing.” — J. R. LOWELL.

GOOD TASTE IN WRITING AND SPEAKING

In all languages, it is a maxim of good taste to avoid high-sounding expressions. A wise Greek by the name of Plutarch, about nineteen hundred years ago, warned men to avoid what he styled "tall talk." Except for purposes of humor or upon extraordinary occasions, one should speak and write simply, calmly, seriously, with one ideal: to be understood. Overstatements are usually funny. Strange and unfamiliar terms are likewise to be avoided, if possible.

Between two terms, usually choose the shorter or the more familiar or the calmer in tone.

A *house on fire* is not a *conflagration*. Several blocks of houses on fire are a *conflagration*.

We *inaugurate* a President of the nation; but we simply *install* a new pastor in a church.

Five hundred persons make a *crowd*, not an *immense course*.

We *guess* that the hat holds one thousand beans; but we *estimate* the cost of the new house at three thousand dollars.

This *peculiar* man did that *particular* thing for a *special* reason. *Peculiar* means *strange, unusual*. *Particular* means *separate, different*. *Special* means *definite, distinct*.

Extraordinary is too big a word to apply to a small matter as in saying, "This is *extraordinary* apple sauce."

Wise and good men and women seldom use such terms as *idiot, imbecile, and fool*. They seldom speak of *lies, enemies, scoundrels*. They use such terms as *incompetent, unwise, ill-considered, deficient in judgment, unreasonable*; or speak of *contradictions, obvious errors, opponents, and untrustworthy men*.

House, residence, mansion, palace; apartment, suite, tenement, flat; cottage, bungalow, home. Each of these words has a specific and definite meaning. Men of American spirit are not disposed to admit that any family here owns and maintains a palace.

The man who lodges and has his meals in a house or hotel *stays* there. To *stop* anywhere does not necessarily involve staying there.

To *finance* an enterprise implies that it is a large affair. Only in a humorous sense may one be said to finance a small retail store.

Slang is to be used sparingly, if at all. It is often picturesque, and it is sometimes apt; but those who use slang much are in danger of losing the power of speaking considerately and accurately. Now and then, a slang word or phrase supplies a permanent need and therefore comes into good use in the language. It is then no longer slang. When, however, there is the least doubt as to whether the term has come into good use, it is safer to avoid it.

The following are a few examples of terms that, though long used colloquially, have not come into good use: *pants; gent; fease or faze; pile* (for *riches*); *enthuse*; *hard lines* (for *misfortune*); *square deal* (for *honesty*); *get next* (for *go or come near*); *governor* (for *father*).

In general, in this respect, it is well to remember that nearly every college and nearly every town has its provincial slang. Every trade has its peculiar and often disagreeable slang or lingo. In school, we learn what is good English and why we should use nothing else. Especially in writing is it desirable, and even obligatory, to use only good English. Avoid *bore* (for *study*); *queen* or *quean* (for *girl or young lady*); *striker* (for *helper*); *in the soup* (for *defeated or disappointed*); *quite a piece*

(for a long distance); a stiff (for a dull person); woman (for wife).

Occasionally, as in poetry and in oratory, good usage favors what is styled "heightened language." The poet may use a *lily* (for a beautiful young woman). The orator may say *the rising generation* (for the youth). But otherwise the plain, direct, and simple words are preferable.

NOTE TO TEACHER. Secure from the class ten or a dozen words or phrases commonly misused and write the corrected forms on the blackboard.

In the course of the recitation, note the prevailing errors both of grammar and of rhetoric, and at convenient times bring them up in class for discussion.

Much objectionable English is to be found in newspapers, especially in such parts as are most read, including the headlines, the "joke" columns, and the "sporting" pages. A single issue of a newspaper was found to contain scores of such expressions as *muny market* for *municipal market*; *packed gun* for *carried revolver*; *slaving behind a counter* for *working in a store*; *boost* for *praise* or *help*; *slip me a little change* for *lend me some money*.

Even nicknames, such as *Bill*, *Tom*, *Jack*, while proper enough among intimate friends, should be avoided in dignified writing and speaking.

Do not say *party* when you mean to designate a single person; or *I wish to make an inquiry* when you mean *Let me ask*.

Do not call a *magazine*, a *book* or a *daily newspaper*, a *periodical*.

Do not call every large corporation a *trust* or every rich man a *millionaire* or a *magnate*.

Do not use *want* when you mean *wish*. *Want* involves need.

These are not only matters of taste, involving proportion, nicety, and good judgment, but sometimes, in a measure, matters of truth or honor as well. One who styles another *a liar* or *a scoundrel* must prove more than one deliberate falsehood or more than one act of deceit and fraud. One who uses big words must show correspondingly great deeds.

Upon consideration, one who says, *We had a party at our house*, but who means *We had a guest there*, has not conveyed the truth.

Similarly, one who says *I want a thousand dollars* may in truth not need the money, but simply desire to add to his present ample property.

Again, the man who says *To-day I set on foot an investigation of the Gas Company*, when in fact he simply complained of his own gas bill, has conveyed a false impression.

Foreign words should be avoided except when the same idea cannot be so well or so briefly expressed by an English word. Do not use *bête noire* for *bugbear*; *ennui* for *tedium*; *al fresco* for *outdoor*; *mal de mer* for *seasickness*; *penchant* for *liking*; *Schadenfreude* for *malicious pleasure*; *du reste* for *moreover*; *per se* for *in itself*; *élite* for *choice*; *onus probandi* for *burden of proof*; *distract* for *absent-minded*; *raison d'être* for *reason for existing*; or *chef d'œuvre* for *masterpiece*.

In class, talk over these and related principles of speech, which concern right relations with others, giving examples. Bring in extracts from newspapers, magazines, books of fiction, etc., to illustrate good taste in writing and in speech.

AGREEMENT

A plural subject always takes a plural verb; that is, the verb and subject agree in number. We must not let any words that are placed between the subject and the verb interfere with this agreement. It is incorrect to say, "His *idea* of men and things *are* right." The subject of this sentence is "idea," not "men and things." Therefore the verb should be singular to agree with it.

Pronouns must agree with their antecedents. It is incorrect to say, "*Every one* was getting *their* baggage together." "Their" is a plural pronoun and its antecedent, "every one," is singular. Hence they do not agree as they should. "*All* were getting *their* baggage together" is correct.

Correct the following sentences: —

1. The trunk with its contents were found in the field.
2. You should be very careful who you trust.
3. I trust that neither John nor James are dishonest.
4. Any one may follow their own wishes in this matter.
5. He is a better man than either you or I are.
6. He might be caught by any man who found him as a thief.
7. A regiment of a thousand men were embarking.
8. White was the house painted on the outside.
9. Each of us have got to go to the city.
10. The doors and floor, and even the ceiling is painted.
11. A committee of twenty-five men have been appointed to investigate the matter.

Write sentences comparing the following objects: —

1. The tomato and the grape.
2. The canary and the parrot.
3. The automobile and the horse.
4. A tugboat and the ocean steamer.
5. A rope and a chain.
6. An apple and an orange.

CLEARNESS

The meaning of a sentence is often obscured by the careless use of pronouns. Great care should be taken that the person or thing for which a pronoun stands is clearly indicated. Otherwise, confusion of ideas is sure to result, and the sentence will not convey the proper meaning. Such a sentence is, "The gentleman's house who has been so kind to us has been burned." It is better to say, "The house of the gentleman who has been so kind to us has been burned." In the latter sentence the antecedent of the pronoun "who" is plainly indicated.

Correct the following sentences: —

1. I cannot blame you who am myself disgusted.
2. This is the man's house who you saw in church this morning.
3. The boys of the town were expected to aid their fathers when their business was so poor that they could not pay their bills.
4. John ran away from home that was in reality a declaration that he could take care of himself.
5. Mr. Johnson in all his acts of charity showed great magnanimity, which he believed it was the duty of every man to perform.
6. The man who I just introduced you to is a member of the firm of Smith Brothers that is said to have a very fine residence on the hill.
7. I hear that the man that stole these jewels that was found asleep in the barn has been convicted.

Change each of the following sentences to the past tense: —

1. The country becomes alarmed, and frequent meetings of the people take place.
2. Returning to his home, he proceeds to make up the fire and cook his breakfast.
3. His faded yellow hair begins to grow thin, and his threadbare frock coat hangs limp from sloping shoulders.
4. I rest awhile, and then give the boat another push, and so on, till the water is no higher than my armpits.

CLEARNESS

We must be careful not to omit any words that are necessary to the sense. "Just as a man has others, so will they treat him," is incorrect; the sense is incomplete because a necessary word is omitted. Say, "Just as a man has treated others, so will they treat him."

Repeat what is necessary to grammatical construction. We must not say, "He was home"; but say, "He was at home."

Repeat articles and possessives where it is necessary to the sense. "Wanted, a cook and governess," means that the same person must be both. "Wanted, a cook and a governess," has quite a different meaning.

Correct the following sentences: —

1. The very old and the extremely new will neither of them serve us.
2. You will find that many French customs are very different to ours.
3. I don't think as I ever saw a man either so angry nor so self-controlled as he at this moment.
4. I had scarcely seen the party than he came right up and spoke to me. What do you think?
5. His ideas might and probably will be acceptable to the party.
6. Getting ready for his journey, I could with difficulty persuade him not to work himself to death.
7. He stood one side the stream while his friend was sinking the other.
8. I will thank him very much if he will do his duty like any honest man should.

For dictation: —

"The boat reappeared, but brother and sister had gone down in an embrace, never to be parted, living through again, in one supreme moment, the days when they had clasped their little hands in love and roamed the daisied fields together." — GEORGE ELIOT.

CORRELATED CLAUSES

The connectives most frequently used to introduce alternatives are: *as . . . so; either . . . or; neither . . . nor; indeed . . . but; so . . . that; as, —*

Either he is wrong or I am.

In setting one object over against another we must be careful to use the proper words. We say different *from*, not different *than*; hardly . . . *when*, not hardly . . . *than*.

When we use *not only . . . but* in a sentence, we must be careful to follow each connective by the same part of speech. "He gave me not only the book, but also lent me his dictionary," is incorrect. We should say, "He not only gave me the book, but also lent me his dictionary."

Rewrite the following sentences according to what has been said or as your common sense directs you :—

1. You can neither go by rail or by boat.
2. He had received a telegram that his father was dying just as he was leaving the house to go to the office.
3. With all his faults of character about him, he was perhaps the most famous of any artist of that time.
4. William takes his sorrow in a very different manner than anybody else in his place would.
5. This is the same story as I read last summer in the country.
6. The new bank building is the most imposing in the town, and of which the townspeople are very proud, as it is the best of any building they have ever seen.
7. He had hardly rung the bell than a large party came, than whom he had seen no one bigger.

For dictation :—

"The fountain of beauty is the heart, and every generous thought illustrates the walls of your chamber."—R. W. EMERSON.

THE UNITY OF THE SENTENCE

We should avoid putting too much in one sentence. It frequently happens that writers and speakers get more than one idea in a sentence, and thus confuse its meaning. A sentence should contain only one idea, and that one idea should be expressed as plainly as possible. A sentence may be quite long and contain several clauses, yet when it is finished it should have produced only one impression.

The following sentences contain more than one impression. Rewrite each sentence, breaking it up into smaller sentences that are units in thought: —

1. He was a man of the very greatest learning, and when only twenty years old he wrote a book on the wild animals of Africa, through which he became so famous that scientific societies all over the world invited him to give lectures, which latter fact is positive proof that he was a man of great genius.

2. The great ship continued on its passage as fast as it could, but when it came into the English Channel such a terrible storm arose that it was dashed against the coast and broken into fragments, so that only a few of the passengers escaped with their lives to the shore in a small boat.

3. When he was a boy he learned very quickly, and seemed to take in all the principles of architecture without the slightest effort, and once when he was in Italy he drew from memory the plans of an old cathedral which he remembered having seen in an old book in his father's library.

For dictation: —

“It is undeniable that a person seems temporarily to change his nature when he becomes part of an excursion. Whether it is from the elation at the purchase of a day of gayety below the market price, or the escape from personal responsibility under a conductor, or the love of being conspicuous as a part of a sort of organization, the excursionist is not on his ordinary behavior.” — C. D. WARNER.

PUNCTUATION

We have already seen how the beginning and the end of a sentence are marked. The colon is used to show expectation of something more to come ; as, —

There are two questions to be decided : first, how much it will cost and, secondly, how much time we can spare.

It is easy to see the use of the colon in this sentence.

When two or more ideas are so related that they may be placed together in one sentence, they should be separated by the semicolon ; as, —

I thought that the lightning and the black darkness had frightened him ; so I said that there was no danger.

Though this sentence is a unit in that it makes but one impression, it is in reality made up of two thoughts. These two parts are separated by the semicolon.

The comma is used to mark those places in a sentence where the voice of the reader would naturally pause. A series of words or phrases used similarly are separated by the comma ; as, —

In broken procession the many carriages, phaetons, gigs, traps, and pony chaises steamed away.

All phrases loosely connected with the rest of the sentence are set off by the comma ; as, —

John, bring me my paper.

The ship having arrived, we got on board as soon as possible.

We had to wait, as usual, a very long time for the car.

Charles Dickens, the great novelist, was an Englishman.

Rewrite the sentences on the following page, supplying the necessary punctuation marks. In doing this be careful to follow all the directions that you have received.

PUNCTUATION

Punctuate correctly:—

hooker was of that class of generals who show such capacity as lieutenants that they are supposed to be capable of becoming independent chiefs until their true measure is ascertained by actual trial in two months he had restored to good shape an army which he had found demoralized and depleted and at the end of april he had under him about 124500 men he still lay on the north bank of the potomac facing lees army in its intrenchments about fredericksburg his plan of campaign says general doubleday was simple efficacious and should have been successful diverting the attention of lee he threw the chief part of his army across the rappahannock several miles above fredericksburg then marching rapidly to chancellorsville he threatened the left flank and rear of the confederates pushing out a short distance upon the three roads which led from chancellorsville to fredericksburg he came to the very edge and brink as it were of beginning a great battle with good promise of success but just at this point his generals were astounded by orders to draw back to chancellorsville was it that he suddenly lost nerve in the crisis of his great responsibility or was it possible that he did not appreciate the opportunity which he was throwing away.

there is the national flag he must be cold indeed who can look upon its folds rippling in the breeze without pride of country if he be in a foreign land the flag is companionship and country itself with all its endearments it has been called a floating piece of poetry and yet I know not if it have greater beauty than other ensigns its highest beauty is in what it symbolizes it is because it represents all that all gaze at it with delight and reverence it is a piece of bunting lifted in the air but it speaks sublimely and every part has a voice its stripes of alternate red and white proclaim the original union of thirteen states to maintain the declaration of independence its stars of white on a field of blue proclaim that union of states constituting our national constellation which receives a new star with every new state the two together signify union past and present the very colors have a language which was officially recognized by our fathers white is for purity red for valor blue for justice and all together bunting stars stripes colors blazing in the sky make the flag of our country to be cherished by all our hearts to be upheld by all our hands.

GRAMMATICAL FORMS

When we compare two objects, we use the **comparative degree**. When we compare one object with several others we use the **superlative degree**. We do not say, "He is the eldest of the two brothers"; we say, "He is the elder of the two brothers."

We must be careful not to compare that which has no degree. Do not say, "This vote was less unanimous than that one."

Great care should be taken that all pronouns are put in the right case. It is incorrect to say, "It is better for you and *I* to go." "*I*" should be changed to "me," because it is the object of the preposition "for." We must distinguish between the nominative and the objective cases.

Rewrite the following sentences, making all necessary corrections:—

1. It is the most perfect sunset I have ever seen.
2. He is the most superior workman in the mill.
3. I would never give up the money if I were him.
4. He will give the prize to whoever he sees fit.
5. This man whom we found was the owner of the property showed us about the premises.
6. I could not help from shaking him by the hand.
7. There is very little chance for men like you and I in this business.
8. The first park is the squarest of the two.
9. Either one of the three men could have done the work.
10. Who do you take me for? I'm not him.
11. It is the most unique situation you can imagine.
12. Who were you walking with yesterday?
13. Was you at the meeting last night?
14. This flower-bed is rounder than that.
15. William has the most brains of the two.
16. I could not find him because he had went to the city.

COMPOSITION

A story may be written in either one of two different ways. The first is to write it sentence by sentence. The first sentence when written on the paper suggests a second, and the second suggests a third, and so forth until the story is finished.

Another and a better way is to write the story, not sentence after sentence, but topic after topic. In writing a story in this way the writer does not think of each individual sentence, but of several sentences combined to treat of one of the topics of which the story is made up. After the subject has been chosen, it is necessary to determine just what the topics are to be, before any writing is done.

A story on "A Sea Voyage" might be divided into the following topics: Embarking; Taking Leave of Friends; Seasickness; The People on the Ship; A Storm; An Iceberg; Land Again.

When the writer has divided his story into topics, let him group his sentences about each topic.

Write a story in answer to any of the following questions, making use of the latter method:—

1. What is suggested to you by the word "volcano"?
2. What do you think of when you hear the words "The Fourth of July"?
3. What do you see in mind when you read the sentence, "The great building burned quickly to the ground"?
4. Why do you like baseball?
5. Why do you like the last book you read?
6. How will you spend your summer vacation?

For dictation:—

"A moral, sensible, and well-bred man
Will not affront me, and no other can."

— WILLIAM COWPER.

DESCRIPTION

A **description** is a representation in language.

Observe how clearly Wordsworth, the writer of the following lines, must have seen what he describes: —

“Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This city now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theaters, and temples lie
Open unto the fields, and to the sky,
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendor, valley, rock, or hill;
Ne’er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still.”

1. What things does Wordsworth mention?
2. Do you think of any sounds as you read this description?
3. How does the opening sentence prepare you for what follows?
4. What feeling does the poem excite in you?
5. Visit some hospital and describe fully what you may see there.
6. Write a detailed description of your schoolroom. Write from the point of view of a pupil who is observing the room for the first time.
7. Write a description of the show window of a large department store at which you have been looking.
8. Describe the place in which you were born.
9. Describe a favorite landscape.

NARRATION

A **narrative** tells a story. To be able to tell a story well is a great accomplishment. To put all the details and particulars in their proper places, so that they will have the best effect and make the story most interesting, requires a great deal of skill.

A narration should be divided up into paragraphs. Just as each paragraph must be a unit and deal with one topic, so must a narration be a unit and deal with one general theme. Everything in the narration should center about one very important fact. Of course other less important facts must be put in to introduce, describe, and explain the subject of the story.

1. Tell how two girls go out into the forest. They have an old, but brave dog with them. They meet a panther. After a long struggle the dog is overcome, and the girls stand at the mercy of the wild animal. Suddenly a shot is heard, and the panther falls dead. The rescuer appears.

2. Write a story telling of a quarrel between two friends and of their reconciliation.

3. Write a story suggested by a miser and his disappointment.

4. Write the story of how such a man as Abraham Lincoln rose from poverty in the backwoods, to the presidency of the United States, through a constant struggle for self-improvement. Study, hard work, law, politics.

5. Regarding some favorite book, —

1. Tell its name.
2. Tell what you know of its author.
3. Briefly outline the story of the book.

EXPOSITION

By **exposition**, we give the meaning of a thing. We explain it so that its use, its value, its qualities, and its relations to other objects are made clear. To do this, our idea should be clearly defined.

If the idea to be explained is concrete, such as lion, first mention the class of things to which it belongs; describe its qualities and characteristics, and tell how they differ from those of other objects of the same class; finally discuss its use and value to man and its general position in the world.

If the idea to be explained is an abstract one, such as honor, take some concrete example of it. Select some honorable man whom you know, and explain what you see in him that is honorable. In this way you will be able to show the meaning of the abstract term.

Give expositions of the following things. Be careful to express your ideas so clearly that any one could understand your meaning.

The blooming of a rose bush; a piracy; a political boss; avarice; the work of a mechanic; a duck; the theater; oratory; public education; banking; a newspaper; gymnastics; baseball; sewing; scorn; shrewdness; ambition; art; statesmanship.

Explain:—

1. Education equips the individual for the immediate duties and responsibilities of life.
2. America is a new country.
3. To be prepared for war is one of the most effectual means of preserving peace.
4. The more haste the less speed.
5. The battle is not always to the strong.
6. Evil to him who evil thinks.
7. Wax to receive and marble to retain.

ARGUMENTATION

By **argumentation**, we prove the truth of a proposition by setting forth the facts, causes, reasons, and principles involved. The subject is usually expressed in the form of a sentence. Every word of this proposition must be clearly defined before the truth or the untruth of it can be shown.

The main points upon which the proposition depends should be thought out and discussed. We should be careful not only to prove those points which are in our favor, but also to disprove those which are against us.

What points should be discussed in proving the truth or the untruth of the following propositions? Write headings for this discussion.

1. Washington was a greater man than Lincoln.
2. To read the newspapers is a waste of time.
3. A man should always vote with his party.
4. Winter is more enjoyable than summer.
5. German should not be taught in the public schools.
6. Writers are more useful than artists.
7. All people should be compelled by law to keep the Sabbath.
8. The Chinese should not be allowed to enter this country.
9. Americans are becoming aristocratic.
10. The use of electricity will drive out that of steam.

Having written the headings for the above propositions, write out the discussion based upon them which will prove them either true or untrue.

For dictation:—

“So when a good man dies,
For years beyond our ken
The light he leaves behind him lies
Upon the paths of men.”—H. W. LONGFELLOW.

“The foot is arched longitudinally and transversely, so as to give it elasticity, and thus break the sudden shock when the weight of the body is thrown upon it.”—O. W. HOLMES.

LETTER WRITING

There are business, social, and personal letters. Each of these three kinds of letters should be written in a special form. The differences between these forms may be seen in the following illustrations:—

A BUSINESS LETTER

125 MAIN STREET, CHELSEA, MASS.,
June 25, 1904.

MISS ALICE WILLIAMS,
Trenton, N. J.

DEAR MADAM:

Your order is received. We shall ship the articles you desire as soon as possible.

Very respectfully yours,

Johnson & Johnson.

A NOTE OF INVITATION

Mr. Henry Mitchell requests the pleasure of Mr. Frank Weaver's company at dinner on Friday, June twenty-seventh, at six o'clock.

A PERSONAL LETTER

205 BROAD STREET,
NEWARK, N. J.

MY DEAR CHARLES:

I am very sorry that I was unable to keep my engagement with you last night, but hope to have better luck next time. Let me know when you are coming to town again.

Yours very truly,

John Long.

MR. CHARLES K. WARWICK,
224 East 3rd St.,
Chicago, Ill.

May 1, 1904.

LETTER WRITING

Write the following letters, notes, and telegrams : —

1. A letter to a bookseller, ordering several books.
2. A note to a newspaper, ordering your address changed from one place to another.
3. A formal invitation to dinner.
4. A formal note of regret in answer to an invitation to dinner.
5. A letter of introduction.
6. A letter inviting a friend to spend a week at your home.
7. A letter of apology to a friend, explaining your inability to keep an engagement that you have made with him.
8. A letter asking for the payment of a debt.
9. A letter ordering some furniture.
10. A letter to a periodical, asking that it be sent to your address for a year.
11. A letter to the mayor or some other public officer of your city, complaining of some public nuisance.
12. A letter to the president of an electric railway, asking for damages for personal injury.
13. A letter to the postmaster, asking him to forward your mail to a new address.
14. A letter to your teacher, asking for a recommendation.
15. An informal note, asking a friend to take tea with you.
16. A telegram of ten words, telling of your arrival in a distant city.
17. A letter to a paper containing an advertisement for a lost watch. Offer a reward.
18. A letter from home to an absent brother.

For dictation : —

“It has been estimated that the quantity of heat discharged over the Atlantic from the waters of the Gulf Stream, on a winter’s day, would be sufficient to raise the column of the atmosphere that rests upon France and the British Isles from the freezing point to summer heat.”
— M. F. MAURY.

“A tart temper never mellows with age; and a sharp tongue is the only edged tool that grows keener with constant use.” — W. IRVING.

COMPOSITION OUTLINES

I. Chestnuts: what they are; their appearance; where found; squirrels and chestnuts; boys and chestnuts; a day spent in hunting chestnuts.

II. Describe a picture that you have at home. Tell whether it is an oil painting, a water color, a photograph or other reproduction; give its name; describe the objects in the picture; and, finally, tell what it means to you.

III. Write a description of some house that you know. First describe the house as seen from without, together with its surroundings. Then write of the house from within, mentioning the rooms with their furnishings and the inmates.

IV. Rain in summer.

a. Tell how the country looks before the rain.

b. Indications of the coming shower.

c. The shower itself.

d. Tell how the country looks after the rain.

V. A little boy follows a hand organ. He gets lost and cannot find his way home. Finally, he meets a policeman who carries him over his beat, and returns him to his home where his father and mother are anxiously waiting for him.

VI. Write a description of the schoolhouse that you know best. Tell where it is situated, and describe its appearance. Tell what you know of the school itself, its rooms, its teachers, and the character of the pupils. Add any interesting facts that occur to you as you write.

VII. Write a letter to your teacher, telling her that you are suddenly compelled to leave school without completing your course. Ask for a letter of recommendation to help you in finding employment.

COMPOSITION OUTLINES

I. A Savings Bank. What is a savings bank? How is an account opened? How is money deposited? How is interest drawn? Is it a good practice to deposit money in a savings bank?

II. The People in our Street.

First paragraph, — describe the street.

Second paragraph, — the personal appearance of some dweller in the street.

Third paragraph, — the character of another.

Fourth paragraph, — a familiar occasion in the street, — such as children gathering and dancing to the music of a hand organ.

Fifth paragraph, — describe a conversation between neighbors.

Sixth paragraph, — the mode of life in the street as a whole.

III. How to Build a Fire.

a. The Preparation of the Place.

b. The Collection of the Materials.

c. The Arrangements of the Materials.

d. Keeping the Fire.

IV. An Order to a Carpenter. Write a letter to a carpenter, giving details for the construction of a small bookcase, — the materials to be used, the size of the case, the ornamentation and finishing of it.

V. A Description. Describe a stranger you met on the street to-day. It is easier to describe a person if you and the person are moving toward each other. Remember that you begin the description at a distance. Details should be mentioned only as they actually come into view.

WORDS OFTEN MISPRONOUNCED

The following list contains words that are often mispronounced. They should be practiced constantly until they can be pronounced correctly and easily.

Sometimes a word allows the choice of two correct pronunciations. See any of the good dictionaries.

abdomen	actor	apparatus	agriculture
adult	address	bicycle	alias
again	advertisement	bronchitis	avenue
Ægean	aéronaut	cement	botany
ally	Afghanistan	choir	bouquet
Arab	amenable	deaf	chicken
attacked	aspirant	exaggeration	Cincinnati
bellows	Beethoven	exhausted	column
biography	bronchitis	extraordinary	constable
canine	Cervera	finances	conscientious
cemetery	clematis	isolated	courteous
decorous	decade	massacre	daughter
diphtheria	dynasty	patronizing	despicable
drama	genuine	photographer	gallows
education	glycerine	placard	geography
fiat	government	porpoise	hospitable
glacier	heinous	quinine	introduce
hearth	herbs	reservoir	ivory
impetus	inquiry	simultaneous	new
Indian	Latin	strategy	pathos
legend	lever	swathed	patriot
literature	maintenance	symptoms	progress
Martinique	opponent	telegrapher	psalm
municipal	patron	Thames	salmon
ordeal	preface	tiny	salve
Paderewski	revolt	toward	treatise
precedence	Russia	unique	turnip
probity	squalor	Wagner	whether
sacrifice	subtle	zoölogy	wound

WORDS OFTEN MISSPELLED

The following list contains words that are often misspelled. Practice writing each word from dictation. Afterward, write each misspelled word twenty times. The misspelled words should be practiced frequently until their correct forms can be written without question.

accompany	anniversary	abscess	consistent
appearance	arithmetic	accommodate	exceed
bargained	associated	achieve	independence
belief	believe	acquiesce	intricate
buried	business	alien	leopard
carriage	campaign	already	maneuver
cemetery	catarrh	arctic	mountainous
committee	commander	artillery	noticeable
confidence	deceive	buoyant	organization
describe	despair	chief	parliament
develop	disappointed	chimney	penitentiary
difficulty	economy	conceit	perseverance
disappeared	employee	decadence	phenomenon
disease	enemy	destroyer	plaintiff
existence	exaggerate	eligible	pneumonia
fatiguing	fascination	emigrant	possess
grammar	further	enthusiasm	precede
hemorrhage	handkerchief	extravagance	professor
honesty	inaugurate	February	relief
legible	lightning	honorary	reprieve
necessary	niece	isthmus	resurrection
occurrence	opportunity	laboratory	rhyme
parallel	persuade	manufacturer	salary
privilege	pursued	perspiration	scythe
received	recommend	religious	shriek
referred	secretary	separate	souvenir
seize	siege	synonym	stratagem
superintendent	tenants	twelfth	sympathize
systematic	thief	tyranny	vocabulary
theater	vengeance	villain	welcome

PUBLIC SPEAKING

To address one's fellow-men at public meetings, and to win conviction for one's own views, is often very desirable. Gatherings of stockholders at corporation meetings, of the members of churches, lodges, and clubs, and of voters during political campaigns are very common in American life. At such gatherings the men who can speak well are able to impress others most favorably. Good speaking involves three essential qualities in the speaker: the ability to reason logically, the art of speaking with a clear and distinct voice, and the habit of using correct English fluently.

The ability to think clearly and to reason logically can be cultivated by reading and studying good orations and essays, and by writing out for one's own use arguments upon one side or another of important questions. Logical reasoning is natural to the mind of the man who thinks a great deal before he talks at all.

The art of speaking clearly and distinctly is not easily attained without a teacher. A voice that is pleasant and distinct enough in ordinary conversation is often not strong enough for addressing considerable numbers of men. However, one who really means to become a public speaker can, by reading aloud, do much to acquire a good voice. One important principle in elocution is to pronounce the consonants in all words very distinctly. Another is to avoid a monotonous delivery and to speak with interest and spirit.

The habit of using correct English involves knowing what good English is and then carefully avoiding all forms of bad English. One needs especially to study the best books in English literature; for example, the English Bible, Shakespeare, Tennyson, Carlyle, Ruskin, Thackeray, Irving, Hawthorne. To use good English fluently involves for most people thorough knowledge of the subject to be discussed, practice in talking before others, and confidence in the correctness of one's own views in addition to familiarity with good English grammar and rhetoric.

NARRATION

Robinson Crusoe was a runaway English youth, who after many adventures was lost alone upon an island in the Caribbean Sea. From the wreck of the ship, he saved many useful articles by means of which he was able to preserve his life and even to make himself fairly comfortable. But for want of the companionship of men, he was always unhappy. At last, after many years, Robinson Crusoe was so fortunate as to save a poor savage from being killed and eaten by other savages who had brought several captives to the shore of the tropic island for a cruel feast. This wild man was named Friday by Crusoe, and became a devoted and trustworthy servant and friend.

Some years later, Crusoe and his man Friday rescued the master of an English ship from a mutinous crew. They then sailed for England, where they found that great changes had taken place in the Crusoe family. The former island hermit was now as prosperous as he had hitherto been wretched. But as leader of a colony, he returned to his island, though not to stay.

In his old age, Robinson Crusoe wandered all over the earth, always living upon his wits and undertaking strange enterprises. His story, written by Daniel Defoe two hundred years ago, has been read by millions of persons of many languages and nations. It is especially interesting to young persons, for it tells how men may overcome the most adverse circumstances. Robinson Crusoe was brave enough to struggle against not only his hard lot in life, but also his fears and his serious early faults of character and of conduct.

A famous French author, Rousseau, made the adventurous Robinson Crusoe the model for the education of boys, asserting that self-reliance is the first requisite of a manly character.

DESCRIPTION

“Within a circuit of one hundred and eighty leagues, the Moorish territory of Granada contained all the physical resources of a great empire. Its broad valleys were intersected by mountains rich in mineral wealth, whose hardy population supplied the state with farmers and soldiers. Its pastures were fed by abundant fountains, and its coasts studded with commodious ports, the principal markets in the Mediterranean. In the midst, and crowning the whole as with a

diadem, rose the beautiful city of Granada. In the days of the Moors, it was encompassed by a wall, flanked by a thousand and thirty towers, with seven gates. Its population, according to a contemporary, at the beginning of the fourteenth century, amounted to two hundred thousand souls; at a later period, it could send forth fifty thousand warriors.

"On the summit of one of the hills of the city was erected the royal fortress or palace of the Alhambra, which was capable of containing within its circuit forty thousand men. At the foot of this palace beautiful as an enameled vase, sparkling with hyacinths and emeralds, lay the cultivated plain, through which flowed the waters of the Xenil, distributed into a thousand channels for its more perfect irrigation. A constant succession of fruits and crops was obtained throughout the year. The products of the most opposite latitudes were transplanted there with success; and the hemp of the North grew luxuriant under the shadow of the vine and the olive. Silk furnished the principal staple of traffic.

"The ports of the Moors swarmed with a motley population from Europe, Africa, and Asia so that Granada became the common city of all nations."

Adapted from "Ferdinand and Isabella" by WILLIAM H. PRESCOTT.

EXPOSITION

"It is a familiar but a mischievous notion that in itself the writing of a book is creditable. On the contrary, I hold it to be discreditable, and only to be justified by proof of lofty qualities and generous aims embodied therein. At long intervals, there appear men decidedly in advance of their time, who write for a public to be created by their genius and patiently awaited,—authors whose works would sell better at once if less profoundly good. But this class accept their fortune without a murmur. They do their work calmly like the stars and the mountains and are content to gladden and bless as they may. They know that the message of good will finds its way into hearts fitted to receive it. But to write a book when one has nothing new to communicate,—nothing to say that has not been better said already,—that is to inflict a real injury upon mankind.

"If Jonas Pratt, however illiterate and commonplace, has been shipwrecked on Hudson's Bay, and has traveled thence overland to Detroit or to Montreal by a route previously unknown, then he may

give us a book for which the world may well thank him ; but let him attempt no more than to tell us as clearly as possible what he saw and experienced by the way.

“ And so let him write who having manufactured charcoal all his days, would favor us with a treatise on burning charcoal, showing for that use what was the relative value of the various woods ; how long respectively they should be on fire ; how much wood should be burned in one pit ; and how the burning should be managed.

“ But if the book has really no other aim than to be readable, therefore salable, and thus to win gold for its author and his accomplices, the publisher and printer, then let a bonfire be made of its manuscript sheets so that from it the world may speedily obtain all the light that it is capable of imparting.”

Arranged and abridged from “ *Essay on Literature* ” by HORACE GREELEY.

ARGUMENTATION

“ They tell us, Sir, that we are weak, unable to cope with so formidable an adversary. But when shall we be stronger ? Will it be the next week, or the next year ? Will it be when we are totally disarmed and when a British guard shall be stationed in every house ? Shall we gather strength by irresolution and inaction ? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot ? Sir, we are not weak, if we make a proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, Sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, Sir, is not to the strong alone ; it is to the vigilant, the active, the brave. Besides, Sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat, but in submission and slavery. Our chains are forged ! Their clanking may be heard on the plains of Boston ! The war is inevitable — and let it come ! I repeat it, Sir, let it come ! It is in vain, sir, to extenuate the matter. Gentlemen may cry ‘ peace,

peace'; but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field. Why stand we here, idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death."

—PATRICK HENRY.

ADVERTISEMENTS

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